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ABSTRACT

This guide is designed to assist Head Start staff in conducting comprehensive marketing and public relations programs to increase awareness, participation, communication, and support for the Head Start program. The guide is organized around the specific tasks involved in marketing and public relations programs, including planning and producing a marketing campaign, developing materials, working with elected officials to influence Head Start legislation, raising community awareness of Head Start, and promoting National Head Start Awareness Month. The chapters are: (1) "Plan Your Marketing Campaign," including setting goals, implementing the campaign, and evaluating the program; (2) "Use the Media," including creating a positive impression when appearing on television, working with reporters, and responding to negative press; (3) "Develop Marketing Materials," such as printed and electronic materials; (4) "Work with Elected Officials," noting the cautions and concerns regarding lobbying; (5) "Raise Community Awareness of Head Start," focusing on fund raising through special events, developing a community workshop, developing an annual report, and including Head Start children in promotions; and (6) "Promote National Head Start Month." (KB)

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NHSA IDEAS BOOKLET

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Tell the Head Start Story

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Tell the Head Start Story: NHSA Ideas Booklet

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NHSA Ideas Booklet

Introduction

In 1984 the NHSA Public Relations Committee recognized the need for a publication that would "Tell the Head Start Story." It was a book designed and written to provide ideas and strategies that would guide and assist local Head Start programs throughout the country and secure public awareness and support.

The "Ideas Book," as it is commonly called, has helped Head Start programs everywhere in planning their national, regional, state, and local political networking activities; October Awareness Month events; media relations; and community awareness programs. NHSA gratefully acknowledges the 1984 NHSA Public Relations Committee members who originally contributed to this very useful publication.

The Updated Version

This updated version of *The NHSA Ideas Booklet* has been designed to help you conduct comprehensive marketing and awareness programs for your Head Start program. It includes all the instructions and advice you'll need in logical, workable formats. Much of the original material has been kept intact.

Using this Book

Why should I use this book?

By applying the ideas in the *NHSA Ideas Booklet*, you'll be able to do the following:

☛ **Conduct a comprehensive marketing/public relations program that will increase awareness, participation, communication, and support for your Head Start program.**

This book will bring a seemingly overwhelming task down to size. Use it to save yourself time and to organize and produce an effective, efficient marketing program.

How is the book organized?

The book is organized around specific tasks. By reading each chapter, you will receive tips and guidance on how to do the following:

- Plan a marketing campaign.
- Produce a media campaign (press releases, public service announcement, news conferences, appearances on radio and TV talk shows, advertisements, newsletters, and speeches).
- Develop marketing materials to accomplish the goals and objectives of your Head Start program.
- Work with your elected officials to influence Head Start legislation.
- Raise community awareness in Head Start.
- Promote National Head Start Awareness Month (October).

By following the guidelines set forth in each section, you'll be able to reach the people you need to influence most and do so as efficiently as possible. You will be able to create publicity and credibility for your Head Start program through a variety of inexpensive and, therefore, limitless public relations maneuvers.

Before You Begin...

■ **Don't Forget Your Target Audience.** Direct your efforts at all those in your community who are in the position to help create an awareness of your program (i.e., elected officials on all levels; local large and small businesses; print, audio, and visual media; and the community-at-large).

■ **Be Ready For Inquiries.** Once your programs are publicized, a large number of inquiries will occur. Be sure that you anticipate this need and that your office is ready to handle more phone calls and questions. It is very important that you prepare your staff to answer questions correctly and intelligently.

■ **Consider these Guidelines.** There are some guidelines to consider when making decisions on whether a publicity opportunity has news value. Ask yourself these questions:

- Is it new, different, or unusual (or can it be packaged as such)?
- Does it have a sense of immediacy? Is it timely?
- Does it affect a great number of people?
- Is it controversial?
- Does it involve a prominent individual or organization?
- Is it local?

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Chapter One

Plan Your Marketing Campaign

"All wise men are advertisers, and the only man who should not advertise is a dead one, whether he knows it or not."

Although written in the 1920s, this statement has merit today. We are all advertisers, marketers, and communicators — whether we want to be. As Head Start professionals, it is our responsibility to "get the word out" — to tell the Head Start story.

How can you tell the Head Start story? In an era of budget cuts where there are more than a million messages disseminated each day, we need to pay special attention to how we inform and educate others about the work we do. This chapter describes the steps you need to follow as you plan your marketing campaign.

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Plan Your Marketing Campaign

Where do you begin?

☑ *Take time to plan before you begin to tell the Head Start story.*

You know you want to tell the Head Start story. You want to communicate the message that Head Start prepares children for school, strengthens families, and provides preventive health care. But how do you communicate this message to others — to parents, teachers, or people in the community?

To communicate a message, you have to follow four steps:

1. Set achievable goals.
2. Develop a plan for accomplishing your goals.
3. Implement your campaign.
4. Evaluate your progress.

This chapter provides the framework for ***Telling the Head Start Story***.

Set Achievable Goals

What does it mean to tell the Head Start story? Who are you going to tell? Do you tell everybody the same thing? Do you develop the same communications message for everyone?

Your goal in telling the Head Start story is to communicate a message. You may want to inform the public about the services you provide in the community. You may want to persuade people to become involved in the work that you are doing — perhaps as volunteers, or perhaps as financial supporters. You may want to elicit a specific response from Head Start families.

How can you meet these goals? Before you begin to tell the Head Start story, you need to consider your specific goals. To set these goals, ask yourself the following questions:

- Who do I want to reach with the message?
- What do I want these people to do?
- Are there limitations to meeting these goals?
- How can I measure the successfulness of my marketing program?

Determine Who You Want To Reach

☑ *Interpret specific information for your audience's use.*

To tell the Head Start story, you need to communicate and interpret specific information for your audience's use. Your audience, for example, could be those people who will see your message — in posters, projects, or television appearances. Your first step in setting specific goals is to learn all you can about your audience and how they will use your information.

You can direct your communication efforts at more than one audience. For example, the Capital Area Head Start (Harrisburg, Pa.) identified two target audiences: recipients of Head Start's services and the general public (for whom they wanted to instill a sense of "ownership" in Head Start). They designed marketing materials with these audiences specifically in mind.

Decide What You Want Your Audience To Do

How do you want your audience to respond to your message? Do you want to inform them of your organization? Do you want them to be moved to take some sort of action? What specific action do you want from each audience?

Analyze Limitations to Meeting These Goals

☑ *Have you set realistic goals?*

A marketing campaign can take time and it can also take money. How prepared are you to invest in telling the Head Start story? Without resources, you are limited in what you can hope to accomplish alone.

TIP:

☐ If you have limited resources, find someone to assist you in your marketing campaign. For example, you might contact local colleges or universities. Often there are marketing or communications departments where students are seeking internships or class projects. You might consider contacting local communications/marketing firms. They might provide free services to non-profit organizations.

Set a Standard for Measurement

☑ *Set goals that are measurable and determine success.*

Too many campaigns are based on outcomes that are impossible to measure, such as "an increased level of awareness" or "reaching a broader audience." Set goals that are measurable and determine success.

For example, you might set a goal that during Head Start Month, you will increase parental involvement by 10 percent. At the conclusion of the month, you can look at how you did compared to this goal. Was this a reasonable target? Compare your results to your goal. Use this information during your next marketing campaign.

Develop a Plan for Accomplishing Your Goals

How can you be sure your marketing campaign will accomplish its intended purpose? The most successful strategy for accomplishing your goals is to write a marketing plan. You might want to create one document for your overall marketing strategy, and use the same structure for developing specific marketing campaigns (such as National Head Start Awareness Month).

Write a Marketing Plan

☑ *Write each of your goals in a marketing plan.*

You need to write down each of your goals and determine the best way you can accomplish them. This description of goals and strategies is called a marketing plan.

Marketing plans vary in size and structure. They often contain information on current marketing strategies. Marketing plans also include the information you collected during your initial planning phase. Marketing plans ask the following:

- Who is the target audience?
- What do you expect the audience to do?
- What are your goals?
- How will you accomplish these goals?

Your marketing plan can include specific information on how you will accomplish your goals. One way to organize this information is to look at the roles that different people will play in working toward these goals:

- Who will be making key decisions about the product?
- Who will be affected during the project or after its completion?
- Who is available to provide information or support?
- Who needs to be consulted along the way?
- Who will see evidence of the project along the way?

☑ *Look at the obstacles you might encounter and determine ways to overcome these obstacles.*

Another way to organize your information is to look at the obstacles you might encounter and determine ways to overcome these obstacles. For example, you might consider the following:

- Does everyone understand what you are doing? How can you help them understand?
- Is there anyone who does not support the project? How can you persuade them to support our goals?
- How can you complete many tasks in a short amount of time?
- Are people willing to change the way they have been doing things? How can you interest them in changing?
- Are you creating too much work?
- Are there any benefits to those who help with the project?

TIPS:

Refer to these tips before writing your marketing plan.

☐ Be as specific as possible.

☐ Emphasize positive actions that you are going to take.

☐ Keep your information simple.

☐ Identify ways you will tailor your message and the media you use to each specific audience.

☐ List activities for these groups. These could include media interviews, articles, education programs, advertising, or special events. (Refer to Chapter 2 for information on reaching these groups.)

☐ List specific campaign tools and products you want to create or adapt. These include brochures, leaflets, press releases, and speeches. (Refer to Chapters 2 and 3.)

☐ Develop a timetable with deadlines clearly defined.

☐ Consider your needs for organization, coordination, recognition of contributors, and creation of new material.

Implement Campaign

This resource, the *NHSA Ideas Booklet*, is designed to help you implement your marketing campaign. It explains how you can create promotional materials and provides specific pointers for working with the media, the community, and elected officials. It also describes how you can bring everything together by organizing a promotional campaign for National Head Start Month.

☑ *Don't forget two basic principles.*

But before you implement your marketing campaign, you should take special note of two basic principles:

1. Remember to focus on the purposes and goals of the project.
2. Consider all actions from the point of view of others involved.

Focus on Purpose and Goals

It is very easy for any of us to get so wrapped up in the details of a project that we lose sight of the overall purposes and goals. The best campaign on paper is only as good as your follow-though. To implement your goals successfully, you need to maintain the momentum gained from setting goals and keeping an eye out for other ways to meet those goals.

Consider Others

It is also very easy to take others' efforts for granted — especially volunteers. Volunteers and staff members of your organization represent Head Start. It is likely that they have many good ideas you can use to tell the Head Start story. Be sure you listen to everyone's feedback. You also may want to create a procedure to recognize and encourage the work of volunteers and staff members.

Evaluate your Program

☑ *Evaluating your campaign is essential*

The end of one marketing/media campaign is ideally the beginning of the next campaign. Evaluating your campaign efforts is not easy, but it is essential. Since you are dealing to a large extent with opinions and attitudes, you want to measure these both before and after a campaign.

The most direct way to measure audience response is to survey your audience. You can take a survey using local media such as newspapers or supplements. Although tallying returns can be time-consuming, your evaluation of this year's campaign becomes the first step in next year's campaign.

TIPS:

Consider these ways to evaluate your program:

☐ Look again at your goals. Are they clear? Are they worthwhile? Do they relate to your organizational mission?

☐ Look at your costs. Track your spending. Are you spending money where you might have a service provided for free?

☐ Compile results such as the number of media appearances, information that appeared in print, etc.

☐ Determine which messages are most successful with your target audience.

☐ Determine whether your information actually is changing attitudes and actions.

☐ Use your evaluation to make necessary changes in your strategy.

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Chapter Two
Use the Media

To tell the Head Start story, you need to rely heavily on support from local media. Newspapers, radio and television networks, magazines, and newsletters provide vital channels for reaching your audience. You must be able to identify the proper channels in each communication situation and acquire the cooperation of the media in transmitting your message.

By reading this chapter, you will be able to improve your marketing campaign by using print media, radio, and television. You will also gain tips on working with reporters and negative press.

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Use the Media

We all must learn how to meet and communicate through the media. We need to learn how to deal with the media, in general, and how to deal with television, in particular. This chapter provides some guidelines for using the media to your advantage. It identifies some points you may want to consider before incorporating media into your marketing campaign, specifics on preparing material for print media, and pointers for communicating your message via the airwaves.

Plan Your Media Policy

Before embarking on a media campaign, take time to consider how your organization is set up to work with the media:

- Who should receive calls from media representatives?
- Is there a spokesperson for receiving calls from newspaper reporters? From television reporters?
- Is there a mechanism in place so everyone is telling the same story to the media?
- You should also plan on getting to know your local news people. They are not the adversary. Become a source for your local newspaper, radio, and television stations. Send them a two-paragraph note telling them you are the contact for any news-breaking story about Head Start. Develop a relationship so they will call you when they need to know a fact or when a bad report surfaces.

Use the Print Media To Communicate Your Message

Newspapers and news magazines are your best resources for communicating the whole picture of what is going on in your local program and the community.

Take time to identify the newspapers read by the people you want to reach. Find out which department wants your news. The neighborhood section of a large newspaper is a good place to get your story published. Another place to publicize some of the more unusual activities of your program is the feature section of the Sunday paper. Never approach more than one editor on the same newspaper about the same story.

This section looks at four ways you can provide information to the print media: via press releases, feature articles, editorials or opinions, and media kits.

Develop a Press Release

A press release is essentially a short news story. It should be written like one. Adhere to these guidelines for writing a press release.

☑ *Remember that a release is essentially a short news story. It should be written like one.*

Be Concise

Reporters are busy people, especially when there are several major events happening at once. Long, wordy, or sloppily organized releases are likely to sit unread in a reporter's crowded in-box.

Your release should be as tightly written and as clear as possible while still providing all important facts and conveying your point of view. Think about what the reader would want to know. Answer the following questions: who, what, when, why, where, and how. Even if the subject being covered in the release is technical and requires more than one page, the release should be as clear as possible.

☑ *Organize each paragraph in decreasing order of importance so a hurried reader can glean the most salient points as early in the story as possible.*

Place Key Points at the Beginning

Begin your story with a lead that captures your reader's attention. In your lead paragraph, summarize the main point of the release. Expect that at the end of each paragraph some readership will drop out. Each paragraph, therefore, must be organized in decreasing order of importance so that a hurried reader — in this case a reporter — can glean the most salient points as early in the story as possible.

Follow the Proper Format

Reporters always need certain basic information. Your release should be properly identified so that the reporter knows it is an official statement of the organization.

The proper format includes:

- **Number.** Always number your release. Use these numbers to keep track of what you have sent to the media. This also provides a point of reference for both you and a reporter. This is especially important during times of intense media activity when you may put out several releases over a short period of time.

- **Date.** Include a date. It provides the reporter with a frame of reference for when you provided information.

If you:	Then:
Want the press release used right away,	Place the date under the words "For Immediate Release." Reporters will then know they are free to use the information upon receipt. • Remember that events of one day can often change or even negate the perspective of the previous day's release.
Want to provide advance information to the media,	Use a future date on the press release. Follow this approach when you want the media to delay publication or broadcast until a particular date and time. The media can then provide in-depth coverage on the day of the event.

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It is not uncommon for organizations to date the press release for a future date. The Office of the President of the United States, for example, will release in advance the text of the President's State of the Union Address. This enables reporters to study the text and write a more detailed story the day after the speech is given. Reporters, however, are not permitted to write advance stories based on this information and thus steal the President's thunder. On such occasions, you should put in place of the date: "Embargoed until (date and time of day)." That way, reporters know when they are at liberty to go public with the information.

- **Contact Name and Number.** It is essential that reporters know who to contact for additional information, background, or quotes. Include the words "For Further Information," and insert the name and telephone number of the designated press spokesperson. This person should be able to answer virtually all questions and be authorized to make additional statements.

- **Headline.** Like a news story, your news release should have a title. Include a title to put the release into context and immediately show your slant on the story.

- **Dateline.** The dateline is the location of the city and state from which the story is being sent. Type the dateline before the first words of the story. Format the dateline in capital letters.

- **End Sign.** When reporters submit a story to their editors, they place one of two symbols at the end: -30- or ###. This indicates that the story is concluded. You should do the same on your release. If the release is more than one page, always put (more) at the bottom of all pages preceding the end of the story.

- **Attachment.** There may be occasions where you are releasing a report or other lengthy documents with a cover press release. In such cases, always indicate on the release that there is an attachment.

Refer to the sample press release on the following page.

Example

Head Start Commends President Clinton for Budget Allocation

ALEXANDRIA, VA (February 8, 1994) — The National Head Start Association praises President Clinton for reaffirming his support for Head Start as a critical investment program for America. Although $700 million is half of what the president proposed last year, given the tight budget constraints and difficult domestic spending choices, it reaffirms the administration's support for Head Start. Last year, the administration proposed a $1.4 billion increase for Head Start.

"We are very pleased that the president made these tough choices to show his support for 'investment' spending for the education of young children and at-risk families in America," said Ron Herndon, president of the National Head Start Association. "If the president is successful in achieving his spending priorities, this recommended increase for Head Start would move the program a step closer to full funding," he added.

This proposed increase comes on the heels of the final report of the Advisory Committee on Head Start Quality and Expansion created by Health and Human Services Secretary Donna E. Shalala. The purpose of the Committee was to review the program and make recommendations for improvements and expansion of Head Start.

"It is quite clear, through these recent initiatives taken by the administration, that it feels confident enough in Head Start to invest significant time and money to ensure that every child eligible for Head Start receives one," stated Linda Likins, the Association's director of government affairs.

"Head Start is pleased to have the flexibility to provide full-day, full-year services to a major portion of its enrollment," said Likins. Currently, the Head Start program serves only 40 percent of eligible 3-and 4-year olds. "This increase will enable Head Start programs across the country to meet the needs of working parents and their communities," Likins added.

Develop Different Releases for Different Purposes

There are several basic types of releases.

- **Standard Press Release.** The standard release is essentially a short news story. In some cases, the reporter may actually include virtually all of your text in his or her story. In general, releases are recognized for what they are: an organization's "spin" on events.

Write the standard release in the third person. Use the present tense unless you refer to actions taken on a previous date. Try to include a quote from an organization official in the standard release. Reporters almost always will seek to include a quote in their story.

- **Statement Release.** On some occasions, it is necessary to issue a statement on an event. This essentially makes the release one long quote. It should be written in the first person from the point of view of the official making the statement. In this type of release, it is not proper to write a news headline on the release; simply put: Statement of (name and title of person).

- **Media Advisory.** A media advisory is not a release in itself. It is usually a very short statement intended to advise the media of the date, time, and place of a press conference or other staged event. A media advisory should contain only the basic facts and not dilute the impact of a press conference or other event by leaking too much information in advance.

Provide Photographs

Look carefully at the pictures in your newspaper to see the kind of photos used. Try to get good pictures.

Use photos, not Polaroid pictures or small snapshots. The best photo is a black and white print measuring 8" by 10" with a glossy finish. Use action shots whenever possible. Identify your photo with a caption. Do not write on the back of the photo, as this can damage the picture.

Tips:

Follow these tips when sending a press release.

- ☐ Be honest, accurate, and factual.
- ☐ Remember that no matter how important your item may seem to you, it may not be nearly as important to an editor or a TV or radio producer.
- ☐ Time your material. Do not write about something that is two months away — and do not call about something that is going to happen in ten minutes.
- ☐ Be as brief as possible, but get all the facts in your statement or news release.
- ☐ Do not telephone the newspaper, radio station, or TV if you can write a simple release about the issue.
- ☐ Incorporate creative techniques for getting material printed. For example, you may want to distribute clip art sheets of children's work, the Head Start logo, or similar art to local print media.
- ☐ Always send a thank-you after the article is printed!

Write Feature Articles

Another way to get the word out about Head Start is to write a feature story — a journalistic story that is typically original and descriptive. Send your story to daily and weekly newspapers, community service organizations, school systems, or any other local organization.

A feature article can be about virtually any subject that falls within the realm of human interest. It is important that the story is descriptive, that it evokes imagery. Your story should be able to "show" the reader what is happening in the story, rather than only telling some facts.

There are two kinds of newspaper features: a "sidebar" (news feature that is tied to a breaking news event and often placed in the same general location in the paper as the news story) and a timeless feature — one that does not have to be used immediately in the newspaper.

Write Editorials, Opinions, and Letters

☑ *Contact an editorial writer.*

If you have a special concern, particularly one that has been in the news, contact an editorial writer. Ask to participate in an editorial board meeting. Describe the situation clearly and fairly. Tell him or her you think editorial comments should be made and you will be glad to help get further information.

You might also consider writing an "op-ed" piece. Newspapers often run editorials written by others as part of a Saturday or Sunday edition.

If you are unable to get an editorial written or hold an editorial board meeting, write a letter to the editor. A letter of 150-300 words stands the best chance of publication.

Assemble a Media Kit

☑ *Prepare a media kit that can be easily identified and filed.*

A media kit is an information package that describes your organization. You should provide media kits to editors, public service directors, and communications executives in your area. You should prepare a media kit that can be easily identified and filed.

Among the materials in your media kit could be the following: feature stories, fact sheets, press releases, decals, editorials, camera-ready logo sheets, brochures, and examples of Head Start success stories.

You can include additional materials that have been developed by other people and can be easily modified for your use. For example, you might obtain copies of excellent stories on child welfare, welfare reform, and parent involvement from major publications and include these in your media kit. There is no need to develop new items if good ones already exist.

Communicate Your Story Via Radio and TV

☑ *Television has replaced print as the primary means of communication.*

Television has replaced print as the primary means of communication. You will never get the same depth as a good printed story, but you will get across to many thousands of people who either don't read the papers or don't read all of the news. Refer to this section for pointers on how you can provide news for broadcast to radio and television, use public service mechanisms, and prepare for a press conference. This section concludes with special tips for communicating your story.

Provide News for Broadcast

Send news for broadcast in the same form as you would send it to a newspaper. Address your TV and radio releases to the news desk or assignment editor of the station.

Consider News Value

☑ *Use radio and TV to get your story across to the thousands of people who either don't read the papers or don't read all of the news.*

It is helpful to remember a reporter's basic creed: Aim for the head, heart, or pocketbook. Try to think like a reporter; what is the public interested in? Look objectively at your situation and try to think as an outsider would. Follow these rules.

- Timeliness — Is it current?
- Proximity — Does it affect the community? How large an area?
- Impact — How many people will be affected? Who will pay for it?
- Prominence — Are famous people involved?
- Uniqueness — Has this happened before?
- Human interest — Is this an outstanding achievement?

Understand Media Mechanics

Before providing your story, think about how the media might handle it. Not all stories are adaptable for print, radio, or television. Some stories are quite visual; others deal with numbers and concepts. Some stories need a lot of development time, and others can be told simply.

Keep in mind that "spot" news — such as disasters — can take place at any time and cause media to ignore you or even cancel a story. This reality of news cannot be changed. Slow times for news can work to your advantage, though. Consider feeding broadcasters a story that can be done in the evening or on weekends.

Use Public Service Mechanisms

☑ *Use public service mechanisms for getting the word out*

Radio and television are required by federal regulations to allot a portion of their air time for community news and announcements. This time can take the form of public service announcements (PSAs), features, and interviews. Consider these mechanisms for getting the word out.

Prepare Public Service Announcements

✍ **Refer to the sample PSAs in Chapter 6.**

Public service announcements are usually delivered in the form of commercials that run 10 to 60 seconds. PSAs are usually provided at no charge. Follow these steps:

1. Write out your announcement and send it to the Public Service Director. Include a letter requesting a public service announcement (PSA).
2. If you are presenting your PSAs to television stations, provide them on a 3/4" or VHS videotape format.
3. Develop different versions of your PSA, edited for different target groups and suitable for several uses. Don't forget the foreign language stations and programs.

Use Station's Public Service Features

Some TV and radio stations broadcast editorials. You can also use the station's *Community Calendar Bulletin* to inform the community of upcoming events and activities.

Schedule Interviews

Local talk shows can provide you with another form of media to get a message out to the public. Contact the producer of the program that interests you. Emphasize the personality who would appear, and the competence of the person.

Hold a Press Conference

☑ *Hold a press conference only when there's no other way to get the coverage you want.*

Hold a press conference only when there's no other way to get the coverage you want. That's the first rule, according to a recent panel discussion of PR professionals. If you have a breaking story with broad media interest, a "media briefing" is the most efficient method. For softer stories where a press release or individual phone contact won't work, consider the press conference technique.

Before holding a press conference, consider the following guidelines:

Planning the conference

- Don't schedule a press conference for Mondays or Fridays.
- Plan the briefing for midmorning or midafternoon.
- Invite all the media with direct interest in the story. Don't be overly selective.
- Strive to make the invitation stand out from the clutter of ordinary mail and give a compelling reason why the press should attend.
- Pick a convenient location, and make reporters comfortable with soft drinks, coffee, and, perhaps, light food.
- Ensure there are telephones and fax machines available for the expected press turnout.
- If television crews are involved, create a space where they can set up and shoot without blocking other reporters.
- Rehearse the speaker, determine who will respond to questions on which topics, and decide if any points need charts or other visuals to support your statements.
- Use creativity when preparing your press kits. Include something that makes it fun for the reporter to receive.

During the conference

- Use a moderator to introduce the speakers, to direct the reporters' questions to the proper spokesperson, and note any follow-up research that is needed to get back to an individual reporter.
- Allow enough time for questions. That's why the reporters came, and it is what makes them feel they are doing their job.

After the conference

- Call those who attended within ten days, to be sure they got what they needed and to check the progress of any stories they are writing as a result of the event.
- Look for possible spin-off coverage, such as invitations to appear on talk shows or in-depth interviews with targeted media.

TIPS:

Refer to these tips before communicating your story via radio and television:

Consider these suggestions for television

☐ Ask your state and local Broadcasters' Association to recruit member stations to assist with issues related to low-income families and their children.

☐ Send a letter to each station manager (under the governor's or mayor's signature) asking them to feature Head Start success.

☐ Schedule TV talk show appearances with staff and parents knowledgeable about Head Start.

☐ Personally meet with station managers, editors, police on your beat, and health and consumer reporters. Provide them with a press kit of background material (fact sheets, organization description, etc.) for use in their future "hard news" stories.

☐ Contact your local cable producer concerning air time for documentaries, PSAs, talk shows, special panel discussions, etc.

☐ Talk to local businesses that advertise on television. Ask them to add a Head Start tag line to promote awareness.

Consider these suggestions for radio

☐ Send pre-recorded PSAs.

☐ Send fact sheets and background information.

☐ Suggest that news stations develop a series of 5-10-15 minute shows about various aspects of the Head Start Program. Interview staff and parents on these shows.

☐ Provide a list of speakers who will participate in interviews.

☐ Meet with your local disc jockeys and give them fact sheets and short slogans to use throughout their show.

☐ Ask the traffic reporters to use tag lines and slogans as they wrap up their reports during rush hours. Such as, "Remember..."

Create a Positive Impression When Appearing on Television

☑ *One of your objectives when appearing on television is to create a positive impression.*

One of your objectives when appearing on television is to create a positive impression. A good impression will motivate the viewer to listen to and accept your message. This is accomplished, in part, by creating an image that is consistent with the viewer's feelings, thoughts, and emotions.

Television uses close-up shots that reveal a person as though he or she were under a microscope. Every gesture, movement, wrinkle, mole, and hair is scrutinized. During the time you are on the screen, usually a minimal 20-30 seconds, your viewers' first and often lasting impressions of you are formed.

This section provides guidelines on how you can create a positive impression when appearing on television. Specifically, it describes how you can prepare for your television appearance and control your body language when on television.

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Prepare for Television Appearance

"The biggest mistake in my political life was not to learn how to use TV," said Hubert Humphrey after he lost to Richard Nixon in 1968. Appearances by public officials and laymen on television are generally compared with the performances of professional actors and actresses or comedians, rightly or wrongly. If you are going to appear on television, you need to prepare for your media performance.

This section discusses the importance of planning for your interview, introduces guidelines for dressing and relaxing, and provides information on your rights as an interviewee.

Plan for the Interview

During a TV interview, the interviewer is likely to know more about interviewing, than about the topic. You are on the interviewer's turf, even if the interview is in your office. Nevertheless, you should radiate enthusiasm for your subject and believe strongly in your point of view.

✍ See Page 39 for more information on working with reporters.

It is important that you prepare for a media interview. You may want to brainstorm with others every possible tough question that might arise. Use the questions that a reporter uses: Who? What? Where? When? Why? How? Although you might use notes when dealing with a print reporter, you should not rely on notes. If you need notes, use index cards—and use these sparingly.

You should plan on delivering key messages. Prepare each of your statements by focusing on the primary point you want to make. Deliver the key point briefly and pictorially. When questioned, get to these important points quickly.

Practice, practice, practice. It is important you don't sound rehearsed.

Plan Your Wardrobe

☑ *Ask yourself — "How do I want others to see me?"*

When dressing for a television appearance, keep in mind your geographic area, status, and job. Let your apparel reflect these considerations. Ask yourself, how do I want others to see me? Consider the degree of authority, confidence, and persuadability you want to reflect. Refer to the following guidelines before selecting clothing for your television appearance.

- Wear familiar, comfortable clothes. Try to wear jackets or open necks so the microphone is ease to put on.
- Avoid wearing the following:
  - A lot of white; it creates a washed-out appearance even with today's sophisticated equipment.
  - Extremely light or dark shades (medium blue or gray works well).
  - Dark blue or black that might fade into the background.
  - Bold patterns, checks, strong stripes, or pinstripes.
  - Narrow, repetitive stripes or patterns of contrasting colors in ties or blouses; such combinations "dance" on the screen.
  - Huge, bright, chunky jewelry which glares on camera.
  - A shirt that is darker than your tie. On black and white sets, a dark shirt with light tie can make you look like a villain. A blue shirt/blouse and conservative suit/dress are best.
  - Gimmicks (such as an unusual hat). You cannot sell an idea like a product.
  - Too much jewelry. (This applies to men as well as women.) Jewelry can cause technical problems — the glare can burn the picture or the jewelry may rub against the microphone. Jewelry also may offend viewers who do not like your taste.
- Stand before a full-length mirror and check for bulges, wrinkles, and puffs that, on television, can be embarrassing.

- Wear a hat outdoors only if the weather makes it necessary. Otherwise try to be bareheaded. And if you must wear a hat, avoid one with a brim that casts a shadow across your face.
- Don't squint. If you need glasses, wear them.

Follow Television Make-up Hints

Even the person with the most masculine image must get accustomed to a dab of make-up for television appearances. If you go to a studio, you will likely be powdered before the show to cut down glare from a shiny forehead or bald spot. Keep in mind that Nixon's poor television appearance might have cost him the 1960 election.

When you have some advance notice of an interview that will not be taped in a studio, follow these guidelines:

- Keep your hair off the forehead.
- Keep make-up off the hair.
- Use a light, undercoat (pancake). This will erase wrinkles, soften the appearance, and help avoid a shiny glow.
- Get a make-up shade from your local television consultant. It will cost approximately $50 to discuss make-up for media. Use the local TV studio's make-up or carry your own make-up with you. Many television stations do not arrange for it. Be sure you carry a comb.
- Downplay the hollow spots around the eyes, nose, and mouth/chin area by adding a small amount of an erase stick and rubbing it into the hollow area.

Follow Relaxation Techniques

A few stomach butterflies before a television appearance are natural. However, you may want to try some of the following relaxation techniques. Repeat each exercise several times. Do not hurry. The objective is to relax. You are not competing; you are relaxing mind and body.

- Assume a basic stance with your heels about six inches apart, hands relaxed at your side. Breathe deeply. Think only of relaxing in your favorite, secluded place. Close your eyes and play soft music if it helps.

✓ *When preparing for a television appearance, follow these relaxation techniques.*

- Drop you chin to your chest and slowly rotate your head in a circle. Inhale in one complete cycle and exhale on the other.
- Bend forward at the waist and roll the torso in a circular movement to the left, back, right, and front, stretching as much as you can. Repeat the exercise in the opposite direction.
- Bounce up and down in rag doll fashion to enhance total muscular control.
- Sit on the floor with legs apart. Bend from the waist, extending the fingers as far as you can in the direction of the right foot, then the left.
- Control your breathing by taking in through your mouth all the air you can, then making small opening as for whistling, and releasing the air in a steady stream until lungs are empty. Use regular rhythm.
- At home, before going to the studio, play soothing music in a carpeted room. Standing, gradually let your body go limp with the mood of the music, being careful not to fall too hastily, injuring yourself. Begin by bending at the knees. Concentrate on relaxing each body part.

Know Your Rights

✓ *Before you interview, know your rights.*

Before your interview, you should know your rights. **In spontaneous interviews**, you have the following rights:

- To know who is interviewing you and what organization that person represents.
- To have total agreement by both parties of the ground rules, no matter how hastily arranged.
- To be treated courteously. The questions can be tough, but the reporter's demeanor should not be abusive.
- To have "off the record" comments, if previously stated, honored. (As a rule, never say anything off the record unless you know and trust the reporter.)
- Not to be physically threatened or impaired by lights held too close or microphones shoved into your face.

- To break the interview off after a "reasonable" amount of time, but only after the important questions have been answered.

In pre-arranged office or television studio interviews, you have the right:

- To all of the above.
- To know the general content, subject, or thrust of the interview so you have time to research the appropriate information.
- To know approximately how long the interview will last.
- To know if there are other guests appearing with you on a talk or panel show and what the nature of their roles will be.
- To make your own audiotape or videotape of the interview, or to be able to obtain a complete tape from the television station.
- To ask that no material is recorded by the reporter on audiotape or videotape unless you are told you are being recorded. The "pre-interview discussions," talk between commercials, or after-show chit-chat cannot be used on the air unless you approve.
- To be physically comfortable during the filming or taping of the interview, as well as to have the cooperation of the director and the floor manager.
- To be allowed to answer without the constant harassment of interruptions, assuming your answers are brief and to the point.
- To ignore "editorial comments" or pejorative asides by reporters or panelists.
- To have an accurate on-air introduction that will put the interview in the proper perspective.
- To have the basic intent and flavor of your answers come through in the film or tape edition.
- To have the time to get some of YOUR points across in the interview and not be expected only to answer questions obediently and compliantly.

Control Your Body Language During Your Television Appearance

☑ *Television requires controlled body language.*

Research shows that unlike a live performance before an audience, television requires controlled body language to maintain the cool appearance. Refer to the following information on how you can control your body language.

- **Involuntary Movement.** Avoid excess movement and gesturing. Involuntary movement is activated at the subconscious level. We do it without realizing it. Common distortions of the face include frowning, grimacing, sniffing, protruding the lips, squinting, blinking, turning down the corners of the mouth, lip biting, picking or scratching the face, leaving the mouth open, licking the lips, and wrinkling the forehead.

- **Posture.** Hold the head slightly high with your chin up. Avoid distortions of the torso, such as slumped shoulders or a humped back. These reveal a non-alert, uncontrolled posture.

- **Standing.** Stand erect, but not stiff. Be natural. Hold the head slightly upward. Lean slightly forward to show interest and appear alert. Don't twist, sway or lean; such movement shows tension.

- **Sitting.** Be natural, and sit erect. Fold one hand over the other in your lap. Cross your legs at the knee. Don't fold your arms and hands across your chest, or grasp the arms of the chair.

- **Walking.** Move the body weight with ease. Be deliberate. Concentrate the weight on the balls of the feet.

- **Facial Expression.** Appear pleasant. Smile, when appropriate. Keep hair off the forehead and avoid thick-frame glasses — they block facial communication. Avoid all facial expression of disgust or disappointment on camera. Do not sit with your mouth open, lick you lips, scratch your face, or look disgusted or frustrated.

- **Eye Contact.** Maintain eye contact with the interviewer and other guests. The only time to address the camera directly is when you want to drive a point home. Remove glasses before an interview to establish direct eye contact; but don't hold eye contact with any one person too long. It can appear intimidating.

- **Hands.** Use minimal gestures. Draw others toward you with open palm gestures toward them. Don't use the clenched fist or open finger gesture; both gestures are negative. Don't grip the chair arm, microphone, podium, or other crutch. Don't play with pencils, paper, or jewelry. Avoid repeated or rhythmic gestures (constantly using the same gesture) and wringing the hands. Use open-palm gesture to frame your image.

- **Feet.** Keep your feet firmly planted, whether standing or sitting. Don't sway, jiggle your feet, or sit on your feet.

Follow These Pointers for Television Appearances

Refer to these tips:

TIPS:

☐ When asked a direct question, respond. You must say something.

☐ If being interviewed on the spot (not in the studio) by a reporter, do not talk to the camera, because if you talk to the camera, your concentration on the lens can bring about a preachy look on your face.

✍ See Page 44 for more information on controlling the interview.

☐ If the reporter holds the microphone under your chin after you have finished:

- The reporter might want more data; if so, let the reporter ask a question.
- The reporter might not know you are finished.
- Do not be intimidated. Do not talk unless you are answering a question or have a point to make.

☐ Don't respond with a one-word answer. A forced answer, a "yes" or "no," will probably be edited out.

☐ Do not play with the microphone — crackling noises can distort your voice.

☐ Avoid smoking, or too frequently sipping coffee, water, or other beverages.

☐ Do not press a point, suggest. Do not state, request. Do not demand. Success on television is enhanced by a low-pressure style of presentation. Calm is the key word; maintain a careful steady calm.

☐ Be soft spoken on television. It's a cool medium. Radio is different. A louder voice can be much more effective.

☐ Work on enunciation as much as possible. Use a cassette recorder. Listen to yourself; conduct practice interviews with your friends or associates.

☐ Avoid "ers," "ums," or words that mean you are nervous or uncertain.

☐ Do not use any words with which you are not thoroughly familiar.

☐ Keep your answers short. Avoid complicated and multi-part answers.

☐ Do not interrupt.

☐ If you are appearing on a talk show or panel discussion and have film or slides you want to show, let the producer or assistant producer know in advance of the program.

☐ You can control the interview. You can restate the question in your own terms. For example, you might say, "That's not the heart of the issue — what is really the problem (or solution) is this."

Resources:

- *If You Want Air Time: A Publicity Handbook*. 1979. 18 pp. $.75. Publications Department. National Association of Broadcasters. 1771 N. St., N.W. Washington, D.C. 20036.
    - How to get your message on radio and television written from the point of view of the stations.
- *How to Talk with Practically Anybody About Practically Anything*. Barbara Walters. 1970. 241 pp. $2.25. Dell Publishing Co., One Dag Hammarskjold Plaza, New York, NY 10017.
    - Excellent practical advice for anyone from the experienced speaker to the novice "strangled with panic." Features "the care and handling of a guest speaker" and "you're the speaker."
- *Doing Community Video*. Uptown Community Video Staff. 1979. 20pp. $2.50. Alternative Schools Network Video Project. 1105 W. Lawrence Ave., Rm. 210, Chicago, IL 60640.
    - Clear introduction to community television. Covers basic equipment and skills. Refer to this source to make your own television shows.

Work with Reporters

You can view the media as an ally for representing your position. Refer to this section to understand your special relationship with reporters, prepare for reporters' questions (in person and on the phone), and set standards for controlling the interview.

Understand Your Relationship with Reporters

☑ *Remember a reporter's roles and responsibilities.*

It is a reporter's job to be impartial. A reporter is not your personal publicity agent. Do not ask a reporter to "be on your side."

Keep in mind the numbers of people to whom a reporter must answer: editors, colleagues, other sources, and the public. It is possible that a reporter may want to do a story but the editor disagrees.

Do not judge the media on the basis of one reporter. As in every profession, there are good ones and bad ones. Some may seem selfish, and others may be quite helpful. Maintain a friendly, professional relationship with as many reporters as possible — they will appreciate the effort.

Incorporate Tips for Working with Reporters

To work effectively with reporters, you need to be prepared. This section provides tips on preparing for different types of reporters' questions, establishing rules for an interview, and preparing for taped interviews.

Prepare for Reporters' Questions

Be prepared for the different types of questions the reporter might ask. This section provides different types of questions a reporter might ask, and the recommended type of response.

■ **The Quote.** Your antennae should go up quickly whenever you hear a reporter ask a question that begins with some variation of: "Are you trying to say...?" "Do you mean...?" "Are you telling me that...?" These are quote questions, and this is how reporters write those quotes that you never said. Understand that you are fair game whenever a reporter frames your response by asking, "Are you saying...?"

- Response: Be very specific and do not allow a reporter to put words in your mouth. If a reporter is repeating what you want to say, fine. Say so, and make sure they get it right. Otherwise, say "NO" immediately and pointedly. You can handle this politely by responding, "No. What I mean, and you can use this as a direct quote, is..."

■ **The Debate.** Recognize that a reporter is trying to debate you when a question begins with a variation of: "Some people say..." "Critics think..." "According to..." Generally, a reporter asks this question for one of two reasons: the reporter believes the charge makes sense or has merit, and honestly wants your rationale, position, or opinion; or the reporter is purposely baiting you, and is trying to get you upset or angry.

- Response: First, learn to recognize when a reporter is honestly seeking information, or trying to bait you. In the case of the former, realize you are talking directly to the reporter, and use the challenge as an opportunity to educate. If it is the latter, do not answer the question. Instead, challenge the reporter's source.

  For example, you might say, "What critics? The mayor? Well, the mayor was not elected with union support. That's hardly an objective source." Above all, keep your cool and stay calm when being baited.

■ **The Laundry List.** Do not get confused by the "laundry list," which consists of a series of statements or questions asked at the same time by a reporter. For example: "Union officials are corrupt and violent, and they steal. Why should public employees join unions?" or "Are you going to strike? If so, when? Don't you know strikes are illegal?"

- Response: Don't panic, and don't try to deal with all points or questions. If necessary, ask the reporter to repeat the laundry list. He or she may rephrase the question in a way to make it easier to answer, or you may get an opportunity to stall in order to frame a response. Always pick a single point in the laundry list, and focus your answers on that particular aspect.

■ **The Assumption.** Often, reporters will state an opinion, or value judgment as a self-evident fact, and then ask a question based on that "fact." For example: "We all know public employees are overpaid. How can you justify a seven percent increase?"

- Response: Whenever a reporter makes a statement of fact, and asks questions based on that assumption, do not answer the question. Under these circumstances, the reporter is controlling the interview, and is forcing you into a defensive position. Always direct your answer at the assumption, not the question. Refer to the following example.

Statement	Response
"Federal pensions are higher than Social Security. Isn't that the real reason your union opposes mandatory Social Security coverage?"	"You do not understand the differences between the Social Security system and the federal retirement system. Social Security is more than just a retirement system, and provides these other benefits...(etc.)."

■ **The Trap.** Reporters particularly enjoy asking trap questions, also known as "when did you stop beating your mother?" questions. In other words, by answering the trap question you give credibility to the charge or premise that the question is based on. Here's one: "When you do strike, will your members support the walkout?" Until this point in the interview, you may have avoided the strike topic, or even denied the possibility of a strike. Now, a reporter has you analyzing the possible success of a strike that may never occur in the first place.

- Response: The best defense against the trap is to recognize it. The trap question is a reporter's technique for controlling an interview, and for getting into issues that interest the reporter. Remember your techniques for controlling the interview, and use them. Make the trap question lead into the points that you want to emphasize.

  Trap questions can be dangerous, and reporters look for ways to turn your words against you in developing questions to ask. Doing this is part of a good reporter's job, so do not be offended. At the same time, do not allow the trap question to make you look foolish. Refer again to the following example. This is a combination of the interview controlling techniques: the sidestep and the rambling answer.

Statement	Response
"When you do strike, will your members support the walkout?"	"Whether we strike or not is not the issue. It's important the public understands that our members received only a four percent pay increase last year, and inflation is now 19 percent. That's the issue: a fair, equitable contract."

Specify Ground Rules for News Interviews

☑ *Before you interview... establish ground rules.*

Unless appropriate ground rules are spelled out prior to a news interview, anything that is said in the presence of a reporter can be used. While prior limitations on use of information can be placed by mutual agreement, it is best to avoid these whenever possible. Terms such as "not for attribution," "for background only," and "off the record" do not have universal interpretation within the industry. You can very well find something you thought was "confidential" appearing in the morning paper because of such misunderstandings. The best rule is the following:

☛ **If you don't want to see it in print, don't say it in the first place.**

Nevertheless, here are the generally recognized ways that interview material is viewed by reporters:

- **"On the Record."** Anything not specifically agreed upon as "off the record" can be used by the reporter. However, what you say can be attributable or not for attribution, and even how it is to be attributed can be specified in advance. Unless otherwise agreed to in advance, everything you say can be quoted as "according to John Smith, spokesperson for NHSA."

You can ask the reporter to leave your personal name out of the attribution, making it "according to a spokesperson for NHSA." If you have information that you do not want reported as coming from you or NHSA, you can say that your information is "not for attribution." The reporter would not attribute it at all or, more likely, would attribute it to "an industry observer," an "unnamed source," or the less flattering "source who asked not to be identified."

If you are making a controversial or newsbreaking statement, you may be told that the reporter can't use such a statement without attribution. Sometimes this is a bluff, but often there is an editorial policy that specifically excludes unattributed statements.

- **"Off the Record."** If you make a statement "off the record," the reporter is ethically bound not to use your information in the story. Of course, the reporter can always go to another source and get the same information on the record. This is a favored technique of the investigative reporter — "whipsawing" sources until all the details are on the record.

If you must make statements off the record, spell out before the interview, exactly what you mean. For example, you might say "You can use this, but don't attribute it in any way to me or to NHSA." Generally, these arrangements apply only to a print media interview. For broadcast interviews, you can establish in advance what you will or will not discuss, but once the television camera or broadcast tape recorder is rolling, you are considered "on the record" and will be identified by your name and title.

Incorporate Techniques for Controlling an Interview

☑ *Follow these steps to control the interview.*

Follow these steps to control the interview:

- Identify and learn who are the fairest, most favorable reporters, particularly in a group situation. If possible, simply ignore questions from unruly or rude reporters. Always respond to favorable reporters after fielding a difficult question.
- When you're stuck for a response, stall for time.
  - Answer a question with a question: "I don't quite understand; would you rephrase that question?" or "What do you mean by that question?"
  - Use a short response to confuse reporters. They keep waiting for you to add more. During that time lapse, you can frame a better response or select a different reporter for a question. Four possible short responses to a question are: "No." "Yes." "Maybe." "I don't know."
  - Use a rambling answer technique. Just keep talking on purpose until a reporter either interrupts, or forgets what the original question was. Use this technique only as a last resort. You will get your points across better by using other methods of controlling the interview.
- Give the response you want, or avoid answering a question, by sidestepping: "That's not the issue. The issue is..." "You're overlooking the most important fact, which is..." "Let me answer that question this way."
- You don't have to be witty or humorous to use the joke or "always leave them laughing" techniques. Many real life incidents can be funny and still relate to the issue. Always have filed away in your memory a couple that you can tell about at some point in an interview.
- Like a good boxer, combine these techniques — particularly with argumentative reporters. The rambling answer, for example, combines very well with the sidestep, and can often lead to the joke. The short response is excellent with answering a question with a question: "Maybe, but what do you mean by that question?" The possibilities are endless, and can be mastered with practice.

Prepare for Recorded Telephone Conversations

☑ *Before you interview... know the law.*

Here's what the law says about print media reporters recording telephone conversations:

- Federal status, 18 U.S. Code Sec. 2511(2)(d) and 47 U.S.C. Sec. 605, authorizes the recording of telephone conversations between private parties where one party consents, "unless such communication is intercepted for the purpose of committing a criminal or tortious act in violation of the Constitution or laws of the United States or any state or for the purpose of committing any other injurious act."

Thus, a reporter might call your local Head Start program and NOT inform the spokesperson that the conversation is being recorded, since one party, the reporter, has consented to the interception.

This federal statute, however, does not prohibit the states from enacting stricter rules and some have done so. California and Maryland have tighter laws that prohibit the recording and use of telephone conversations without the prior knowledge and consent of both parties.

If you are not sure of your local legislation, follow this rule of thumb:

☛ **Always ask if the reporter is recording the conversation.**

☑ *Always investigate the possibility that you are being recorded.*

With regard to radio broadcasts and tape recording, Federal Communications Commission Rule #73.1206 *Broadcast Of Telephone Conversations* applies. It states:

- Before recording a telephone conversation for broadcast, or broadcasting such a conversation simultaneously with its occurrence, a licensee (station) shall inform any party to the call of the licensee's (station's) intention to broadcast the conversation, except when such party is aware, or may be presumed to be aware from the circumstances of the conversation, that it is being or likely will be broadcast. Such awareness is presumed to exist only when the other party to the call is associated with the station (such as an employee or part-time reporter), or where the other party originates the call and it is obvious that it is in connection with a program in which the station customarily broadcasts telephone conversations.

In this FCC regulation, the key phrase concerning knowledge of being recorded is contained in the words, "except where such party is aware, or may be presumed to be aware from the circumstances of the conversation, that it is being or likely will be broadcast."

☛ **You should always investigate the possibility that you are being (or could be) recorded.**

Sometimes during the recording, a short, fairly high-pitched "beep" will sound every 15 seconds; However, this built-in "beep" sound can be circumvented.

Use Sound Bites

☑ *Describe Head Start in brief, meaningful statements.*

Head Start needs you to provide good sound bites. (Not long ago, sound bites — the number of seconds of an interview used in a news report — were 30 seconds; today they are 10 seconds.) Head Start advocates need to use adjectives about Head Start that are brief, but meaningful to the taxpaying public. Use these important messages when talking to reporters:

- Puts parents to work; gets families off welfare.
- Provides preventative health care, which saves money.
- Prepares children for school and prevents drop-outs.

- Decreases juvenile delinquency.
- Strengthens families.
- Offers a safe and loving environment where parents can feel good about leaving their children when they go to work.
- Teaches children to share, tie shoes, take turns, etc. (use concrete terms; do not use "developmentally appropriate," which has little meaning to those outside child care).

Tips

Follow these tips for dealing with reporters.

☐ The reporter is only trying to do his or her job — which is to get as much information from you as possible and package it into a story that sells newspapers and attracts audiences. Don't take it personally. Don't get emotional.

☐ You are not there to do the reporter's job. You are there to protect, publicize, promote, and support NHSA's views. The reporter does understand this even if he or she acts otherwise.

☐ You are never obliged to answer a question. Sometimes a question is not the reporter's business. Or the answer may compromise security. The reporter knows this, too, even though he or she may act otherwise.

  - There are dozens of ways to avoid a question gracefully. A curt "No comment!" is unnecessary and unwise. (It makes the reporter think you're covering up something that he or she now must dig up!) Explain why you don't know the answer or cannot give it.
  - Sometimes you can slide out of a difficult situation by properly framing your answer. "Yes" and "No" answers, where you refuse to elaborate, are one example. Or the reporter may be fishing with an open-ended question. Give a short, narrow answer, and the reporter may move onto the next subject, unaware that he or she just missed hitting a gold mine of information because the right question was not asked. Listen to the question before answering!

- Despite all these caveats, don't withhold information arbitrarily. Be as helpful as possible, without harming your own position.

☐ Be prepared, and learn as much as possible before the interview. Know the following:

- Who you are talking to and what news organization the reporter represents.
- What the subject matter is, and the types of questions.
- How it will be used — on the "Six O'clock News" or on "60 Minutes?" Is it a timely story or a deeper "think piece" on a broader subject?

☐ Whenever you talk to a reporter, have some points you want to sell —

- Ask yourself, "What's in it for my Head Start program?" Plan two or three important points you want the reporter to understand by the end of the interview.
- If the natural flow of the interview doesn't get to these points, force them out ("By the way, we didn't talk about..." or "What you're asking really doesn't hit the important issue here, which is....")

☐ Keep your answer as short and simple as possible —

- Put your main points right up front. You can fill in the background details later. This is especially true in TV, where you may only be on the screen for 10 seconds. But it also applies in talking to print reporters.
- Avoid jargon (such as "hard dollars"). Don't use acronyms (such as saying ACYF). Refer, instead, to "national, state, or local government." Keep it simple.

☐ Never lie. It is acceptable practice to admit you don't know a fact. You can get back later with an answer (assuming you don't mind answering it in the first place).

☐ There are ways to pass on information without coming out and saying so. For example, you can contact the newspaper or station to correct a factual inaccuracy, although it may be in your best interest to let the mistake stand.

☐ If you don't want to talk to a reporter, don't know what to say, need help, or just want to discuss the situation before you do the interview, Call NHSA at (703) 739-0875. We are here to help you.

Respond to Negative Press

☑ *When you receive negative press, examine the information and determine if a response is warranted.*

The best way to handle negative press is with foresight and preparation. However, even the best programs encounter negative press sooner or later. Regardless of the medium, you need to carefully examine the information and determine if a response is warranted.

If you choose to respond to negative press, consider these options:

- Write letters to your local papers, pointing out their errors in these attacks.
- Request meetings with your local paper's editorial board, and calmly share accurate information with them. Take along handouts affirming your success stories.
- Get your best writers to prepare articles for opinion/editorial pages to challenge the accuracy of these attacks.
- Ask to appear on local radio and TV talk shows, and use local examples of Head Start's success. Head Start parents and graduates can be very effective in doing this, and should be an integral part of all these efforts. Allies in the business and education communities can also be very helpful.
- Send information to your congressional delegation refuting the attacks.

For an example of how you can respond to negative criticisms, refer to the following pages.

Example

Responding To Recent Criticisms of The Proposed Head Start Expansion

In recent days there have been an increasing number of critical articles about the Head Start program. It is essential that we respond accurately and quickly to these concerns. The following pages lay out the most commonly heard criticisms, and provide the information needed to respond.

The criticisms usually take one or more of the following forms:

- "Isn't it true that Head Start's quality is uneven, and some Head Start programs are not very good?"
- "Isn't the evidence showing the positive impact of Head Start and/or the cost-effectiveness of Head Start not really evidence about the Head Start program itself?"
- "Doesn't research on Head Start show that any gains for children really fade out by the 3rd grade?"

The logical result from these criticisms (from those who believe them) is:

- "Therefore isn't it true that we shouldn't put any more money into Head Start?"

The answers to this question can include any of the following points:

1. "Why Head Start?"

Head Start is the only federal program that simultaneously helps low-income preschool children get ready for school, stay healthy by providing immunizations and regular health check-ups and treatment, and receive nutritious meals. It also helps their parents become active participants in their children's learning as well as work toward family self-sufficiency. It is unique in that it is community-based and has the flexibility to meet a wide range of child and family needs — it is run by people in local communities who are best able to determine what their families need to succeed. It represents a critical investment in our nation's future security by helping children receive a strong start in life.

2. "Isn't it true that Head Start's quality is uneven, and some Head Start programs are not very good?"

A recent national study of various child care and early childhood education settings funded by the U.S. Department of Education found that Head Start programs were more likely to meet national accreditation standards for good quality early childhood development and to have lower staff turnover rates (which are important indicators of quality) than many other early childhood/child care settings. They were also more likely to provide comprehensive services and to involve parents in their children's learning.

It is true that the quality of Head Start programs is somewhat uneven. Programs have been consistently pushed to expand enrollment at the expense of maintaining and improving quality without additional funds. Despite these problems, many Head Start programs have continued to provide quality services and have helped millions of children become ready for school, as well as healthier and better developed while also contributing to family self-sufficiency. Head Start remains the best program for meeting the needs of low-income, preschool-age children.

The Head Start community and supporters of the program have watched the neglect of quality with great concern, consistently calling for improvement on quality. Congress took an important step to reverse the neglect in 1990 by funding quality improvement efforts. We are very excited about having an administration that is committed to continuing and expanding this strong emphasis on quality. The proposed expansion is designed to provide the support, training, monitoring, staff, and technical assistance necessary to ensure that all Head Start programs provide the best possible quality care to children.

3. "Isn't it true that research concerning cost-effectiveness of preschool programs is not research on Head Start?"

Yes and no. The only study that examines actual cost savings over many years found that $1 invested in good quality and comprehensive preschool education saved at least $3 in future costs. This particular study was not of Head Start, and comes instead from the Perry Preschool Project, which was a precursor to Head Start. This project found that program participants were more likely to graduate from high school, be employed, and avoid juvenile crime or teenage pregnancy. Other studies on similar programs found similar long-term effects of participation in Head Start-like preschool programs for children.

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While no one has conducted an identical long-term study on Head Start, short-term studies on Head Start showed that Head Start equips children to do better in school as they begin their elementary school careers. Head Start children are less likely to be retained in grades or be placed in special education classes. These effects demonstrate that regular Head Start programs achieve significant and lasting changes. In addition, there are many other positive effects that are often not addressed —for example, the effect of improved health and nutrition, the favorable outcomes of participation for children with disabilities, and gains for parents.

4. "Doesn't the research on Head Start show that any gains for children really fade out by the 3rd grade?"

While the research evidence about some of the long-term effects of Head Start are inconclusive, we do know that Head Start has a significant effect on children's school performance — children enrolled in Head Start have significant immediate gains in cognitive test scores, socioemotional test scores, and health status. Studies have also found that Head Start children are more likely to be promoted to the next grade and are less likely to be assigned to special education classes. In the right school and neighborhood settings, these effects can result in lifetime gains. Furthermore, many of the other benefits of Head Start — such as medical, dental, and nutrition benefits—are preventative in nature and tend to be cumulative over time. For example, in operating year 1991-92, 97 percent of Head Start children obtained health screening and treatment. The effect of these services cannot be lost.

In addition to these effects, Head Start also has helped families by providing nutritional and social services, and by linking families with services in the community. There also have been wider impacts on the surrounding community, as Head Start provides jobs and brings services to low-income, underserved areas.

There are studies that suggest that one of these areas of improvement — the higher cognitive and socioemotional test scores of Head Start children—may fade out over time, though these studies have been heavily criticized by social scientists. Furthermore, these studies are not conclusive since no well-designed longitudinal research studies have been conducted to examine Head Start cognitive outcomes in the past ten years. However, even if these studies are taken at face value, they do not negate all of the other studies that have found positive short- and long-term impacts of Head Start on children, their parents and families, and their wider communities.

No one is claiming that any short-term program — including Head Start — can magically and permanently reverse the problems caused by poverty by itself. These children still live in poverty with all it entails — such as family stress, poor schools, unsafe neighborhoods, inadequate housing and nutrition, and so forth. The extraordinary stresses that poor children and families face make it all the more remarkable that studies have found long-term effects from Head Start alone. The extent of the problems facing families simply add further support to the president's plan to reform health care, fully fund the Woman, Infant, and Children (WIC) nutrition program, expand Job Corps, support low-income parents by expanding the Earned Income Tax Credit, and address the problems of crime and poor schools.

5. "Shouldn't we wait to put any more money into Head Start until these problems are addressed?"

Children need Head Start. Every year that we delay expanding Head Start means hundreds of thousands of children will not get the essential education, health care, and nutrition they need to develop well and enter school ready to learn. We cannot afford to waste even one of our future leaders. Furthermore, additional funds from the proposed expansion are needed to allow the administration to address the issues of quality, and to develop a sound planning process that allows for simultaneous expansion and quality improvements.

Contact: NHSA Director of Government Affairs

③

Chapter Three

Develop Marketing Materials

Successful marketing materials depend on careful writing, thoughtful organization, and effective design. But you also need to understand the purpose of your message and who your audience is.

This chapter is intended to help you develop marketing materials to tell the Head Start story. Specifically, you will gain tips on:

- Developing printed materials.
- Developing materials for presentation.
- Developing electronic materials.
- Displaying your message.

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Develop Marketing Materials

Develop Printed Materials

Printed materials, such as brochures, newsletters, fliers, booklets, proposals, and reports are among the most common links between organizations and the people they serve. Printed materials are used to inform, describe, solicit, advertise, and instruct. This section provides an approach you can use to develop printed materials, identifies specific ways you can use newsletters, and concludes with a list of other printed materials you can use to tell the Head Start story.

Plan Printed Materials

✓ *Your primary purpose for developing and distributing printed materials is to communicate a message.*

Your primary purpose for developing and distributing printed materials is to communicate a message! It is not uncommon for producers of a printed piece to become so caught up in the design or writing that they forget their goal is to get their message across.

How can you get the message across? Just as it is important to plan your entire marketing campaign, you need to plan your development of printed materials. Think of the process as a series of steps.

1. **Ensure your printed materials match your overall marketing goal.** Your purpose in creating printed materials is to communicate a message. Know what that message is, who your audience is, and what action you want them to take.

2. **Choose the medium.** What vehicle do you want for your message? Newsletters? Brochures? Posters?
3. **Prepare your message.** How much do you have to say? What writing style fits your audience? What image do you want to project? What will make your piece more attractive to your audience? Remember, even the best design and the most expensive printing can't save the wrong message.
4. **Select a design.** Decide how you want text and graphics arranged on the page. You may want to use an in-house desktop publishing program, or use an outside vendor. If you select an outside vendor such as a design firm, it will save you time and money to include them in your project from the very beginning. Some vendors provide free or discounted services to non-profit organizations.
5. **Prepare your artwork.** Illustrations can be drawn or located; photos can be taken, supplied by a stock photo house, or downloaded from a computer file.
6. **Discuss your project with your printer.** You will want to work closely with a commercial printer, especially if you are working with four-color artwork or photographs.

Your printer can be very helpful in ensuring your finished product has the look you envisioned.

Develop a Newsletter

☑ *Create a newsletter to unite, inform, and motivate people.*

A common communication medium is the publication of a monthly newsletter. A newsletter is usually created to help unite, inform, and motivate people. It often has the following purposes:

- To provide information about what the organization is doing.
- To identify volunteer and staff involvement.
- To unite members who share a specific purpose.
- To help members understand the significance of their efforts.

Newsletters often appear on a regular basis and usually are eight pages or less. You can design your newsletter to serve a particular function, or to reach a specific audience. Refer to the following examples to gather ideas on newsletter topics used by Head Start programs.

Examples from Head Start Programs

Employee of the Month

■ ***SETA Scene.*** Included in the Sacramento Employment and Training Agency newsletter is a section recognizing the employee of the month, including a photo of the employee. In the article is background information, his or her contributions, hobbies, etc. (Sacramento Head Start, Sacramento, California)

Listings of Officials

■ ***Resource Update.*** Included are new listings of county, government, and school officials and their phone numbers; new policy committee members; and new children who have enrolled in the Head Start program. (Pickens County Head Start, Jasper, Georgia)

Head Start Highlights

■ ***Pacesetter.*** The article "Center Stage" highlights one of the local Head Start centers. Staff information, special happenings at the center, location, and photos taken of center activities were included in the article. (Pine Belt Association for Community Enhancement, Inc., Hattiesburg, Mississippi)

Resources for Staff

■ ***Finding-Out (newsletter for staff).*** Newsletter includes *Resources* — a list of new films, children's books, parent books, etc. The cost of the resource, plus the author, the description, and ordering procedures are provided to the staff in the newsletter.

A similar list could be generated in local newsletters, which would include books, etc. that parents might be interested in securing. (Alaska Head Start Director's Association, Anchorage, Alaska)

Spotlight on Parents and Volunteers

- ***Gold Star Volunteer.*** Gold Star Volunteer is a full page spotlight on a parent who has contributed time and talent to the Head Start program. This is a creative way to recognize parents on a regular basis for their many contributions. (Head Start, Junction City, Kansas)

- ***Community United Newsletter.*** The October issue advertises in a full page ad, "THIS SPACE CAN BE YOURS." The ad invites parents, staff, and volunteers to submit information, art work, etc., that will be included in upcoming newsletters. The deadline for submitting material is noted along with the directions for submission. (Communities United Inc., Watertown, Massachusetts)

Information from Each Center

- ***Head Start News.*** The Warren Head Start Newsletter runs a summary of the parent meeting minutes from each of the individual centers. If your program is not large, this could be an effective communication idea for sharing center activities within the total program. This program also includes a newsletter from the extension service, which covers household, nutrition, and personal grooming tips. (Warren-Forest Counties Economic Opportunity Council, Warren, Pennsylvania)

Recognition of Volunteers

- ***Happy Whistler.*** This newsletter has a section on volunteer hours. The top volunteers for the month are mentioned as are the number of hours they contributed. A big thank-you follows the listing. Some newsletters list the total center's volunteer hours and sometimes list every volunteer for the month. The size of your program may determine the option you choose, but it is a great idea to recognize your volunteers in this way. (Livonia Head Start, Livonia, Michigan)

Educational Activities with a Theme

■ ***"Life Around Us" Newsletter.*** Each month the staff includes a page of educational activities that relate to a monthly theme (such as "Life Around Us"). An article discusses what the children will be studying at the center in the upcoming weeks and provides a description of activities the parents can do at home with their Head Start child and younger children. (Yazoo Community Action Head Start, Yazoo City, Mississippi)

Other Activities with a Theme

■ ***Happy Birthday.*** In this newsletter, attention is given to the children who will be celebrating birthdays during the month. In addition, there is a section entitled "Special Achievements," which lists each child's name and something that child has achieved (such as Christopher Miller can lace his shoes and touch his finger to his thumb.) This is a creative way to enhance a child's self-concept and communicate a positive message home to the parents. (Project NOW, East Moline, Illinois)

Monthly Calendar

■ ***Umatilla County Head Start Newsletter.*** The front page of this newsletter accentuates "Coming Events" including parent meetings, workshops, vacation days, health screenings, etc. Parents are sure to see the dates to remember when they are made visible on the front page. (Umatilla County Head Start, Pendleton, Oregon)

■ ***Others***. Other newsletters include a monthly calendar that earmarks local events as well. (Lutheran Social Services-Head Start, Bedford, Pennsylvania, Bedford/Fulton *Hi-Lites)*

Limited Income Topics

■ ***Hi-Lites.*** Suggestions on how to cut fuel costs highlights one issue of *Hi-Lites*. Other articles include: what to do if the furnace goes off, and insulating windows and doors. Addressing pertinent topics each month can be most helpful to families with limited incomes.

Attached to the newsletter are cut and paste activity patterns with instructions on how the child is to complete the activity. Activities relating to a holiday or seasonal theme could be included each month. (Lutheran Social Services Head Start, Bedford, Pennsylvania)

Resources List

■ ***Head Start Herald.*** The *Herald* spotlights Dental Health Month in its February issue. Included in the newsletter is a flier informing parents of the availability of dental services within the community, the clinic location, hours open, and phone numbers.

Even though many programs have provided parents with a resource handbook at the beginning of the year, highlighting a special resource in each newsletter serves as a reminder of the community agencies available to assist low-income families. (School Board of Alachua County, Gainesville, Florida)

Recipes

■ ***Head Start Happenings.*** Along with the printed menu for the upcoming week at each center, there is a recipe contributed by a parent or staff person. This is another good way to involve parents and help to make them feel important. (Kearney Head Start, Kearney, Nebraska)

Many programs included recipe ideas, some for parents and other simple recipes the children could make at home.

Hygiene/Staff Training/ Household Hints

■ ***PALS (Preschoolers Always Learning Something).*** A special section entitled the "No Cavities Club" applauds the children who have been to the dentist and had no cavities. At the conclusion is a brief dental health tip for children and parents.

Another section of the newsletter discusses staff training that has occurred during the last month. Staff attending, location, and training topics are summarized for the parents. (Kannapolis City Head Start, Kannapolis, North Carolina)

Hints from Heloise are reprinted from a local newspaper and included in the newsletter. Since many parents may not subscribe to the paper, it is a good way to share helpful household hints from Heloise. (Geneva Head Start, Geneva, New York)

Parenting Skills

■ ***Sharing Times.*** "Common Parent Sense" offers parenting concepts that can assist parents in the complex job of raising their children. Offering several tips each month can be helpful in improving parenting skills. (West Central Missouri, Appleton City, Missouri)

Children's Art

■ ***Kiddette News.*** A Head Start child provides the art work for the cover page of this newsletter. This can enhance a child's self-image. (Knox County Head Start, Mount Vernon, Ohio)

The Lower Columbia College Head Start program uses this format as well, but in addition, includes a short bibliography of the "artist." (Lower Columbia College Head Start, Longview, Washington)

Foster Grandparents

■ ***The Belknap Newsletter.*** This newsletter highlights a profile on the Foster Grandparent of the Month. Included is background information on the individuals and comments from the grandparent. (Western Dairyland E.O.C., Whitehall, Wisconsin)

Community Programs

■ ***Head Start News.*** This newsletter includes several relevant events that were happening in the community. Each program addresses the questions: who, what, where, when, how much? The newsletter is an effective tool to introduce parents to workshops, programs, even good television programs that are being offered in the community. (Nacogdoches Head Start, Nacogdoches, Texas)

Parental Involvement

- ***Adams Street Newsletter.*** This entire newsletter is compiled by the parent committees at each center. The format and information to be included is determined by the parents. (Child Development Head Start, Worcester, Massachusetts)

- ***Howard County Head Start Hotline.*** The education coordinator requests that parents share some activities that would be fun to do at the center. A form is included to write in the activity. This is a good method to involve parents in curriculum planning. (Howard County Head Start, Ellicott City, Maryland)

- ***Lincoln Head Start Newsletter.*** Finger plays and songs relative to what the children have been doing in the classroom are included in this newsletter. Since the children have already learned the songs and poems at the center, the sharing of these with parents can provide an additional avenue for reinforcement. (Nacogdoches Head Start, Nacogdoches, Texas)

- ***Head Start Newsletter.*** A section of this newsletter discusses what's available in the Head Start parent room. The parent room offers a book exchange program; a bulletin board with coupons for parents to take, buy, sell, trade, or give away; an information file on numerous topics; a sewing machine; craft tools; and a play corner for younger children. The newsletter also advertises items parents wish to sell or buy. (Lincoln Head Start, Lincoln, Nebraska)

- ***The Head Start Happenings Newsletter.*** This newsletter offers a daily calendar of activities for parent and child, which can be hung on the refrigerator for easy reference. (An activity might be to go outside and find something red.)(G.M.N. Tri-County, Caldwell, Ohio)

Salute to Success

- ***The Longview Newsletter.*** A Head Start success story adds an interesting touch to a monthly newsletter. This newsletter salutes a student who has achieved in a particular area. The issue submitted featured an 8th grade student who attended Head Start, and now is an honor student. (Lower Columbia College Head Start, Longview, Washington)

Advice Column

■ ***The Longview Newsletter.*** In a *Dear Henrietta* column, Head Start parents submit questions and advice columnist Henrietta responds. For example, a parent wrote: "My child has been excited about starting school, but the first few days he cried and now he has a stomach ache every morning. I would appreciate some help. Frustrated Parent." Henrietta responded by sharing information and ideas for dealing with the situation. She includes the Head Start phone number if the parent would like to discuss the problem. (Lower Columbia College Head Start, Longview, Washington)

Thought for the Month

■ ***The Monthly Head Start Newsletter.*** Included is the Thought for the Month. A special thought can be a very meaningful way of spreading a positive message and there are many wonderful thoughts to be shared. (Maplewood Head Start, Guy Mills, Pennsylvania)

Favorite Things

■ ***All About Me.*** The newsletter includes "All About Me," a feature article about several children in the local Head Start center. The children describe their favorite foods, family, pets, and likes/dislikes. As the children dictate their thoughts, the teacher writes the story and then reprints it in the monthly newsletter. (First Baptist Church Head Start, Burlington, North Carolina)

New Arrivals

■ ***Scott County Head Start Newsletter.*** "New arrivals," is a special section of this newsletter that shares the latest parent and staff family additions. (Scott County Head Start, Gate City, Virginia)

List of Sponsors

■ ***Head Start Matters.*** Businesses that provide door prizes and donations for Head Start fund-raisers are prominently listed. (Concerted Services Inc. Head Start, Waycross, Georgia)

☑ *Be creative. There are many ways you can market the Head Start message.*

Develop Other Text-based Marketing Materials

Consider developing these marketing materials:

- **Posters.** Attractive posters can be a great help in building awareness of special events. Use simple graphics and design to grab the attention of passers-by. Consider the following poster ideas:
    - Develop a poster featuring a family honored for their involvement in Head Start.
    - Develop a poster with a child who received special assistance because of Head Start (such as a disabled child receiving a special operation because of community involvement).
- **Brochures.** A brochure is an excellent way for you to explain your program's purpose, services, and plans. A brochure can be any shape or size, although it is often designed to fit in a number 10 envelope. When writing and designing the brochure, remember that it will convey to many readers their first impression of your organization. Ask service and civic organizations to distribute brochures and other print materials.
- **Direct Mail.** Fund-raising letters can be considered another type of marketing publication. Like other designed pieces, you want to grab and hold the readers' attention. Large mailings can have a great impact but can be quite expensive. It can also be time-consuming and expensive to keep an up-to-date mailing list.

Develop Materials for Presentation

You can present information on Head Start by standing before an audience, showing slides, and presenting information. Similarly, you can show slides as part of a display or an exhibit. This section looks at how you can develop presentation graphics to tell the Head Start story.

Understand Presentation Graphics

☑ *Presentation graphics combine text, illustrations, and background designs for displaying information.*

Just a few years ago, it was difficult to prepare slides for presentations. You needed to write the text and work with a vendor who had specialized equipment for laying out the text and turning it into slides for presentation. With the introduction of personal computers, it is now a relatively easy process. You now can use off-the-shelf software packages for making presentation graphics.

Presentation graphics combine text, illustrations, and background designs for displaying information. Slides, overhead transparencies, and computer animation can all be considered presentation graphics.

Your purposes for using presentation graphics are to help clarify the spoken word, help the audience identify the most important points in your presentation, and direct audience attention to the topic at hand. Subject matter is often more interesting (and is easier to understand) when it is illustrated. You can also use presentation graphics to show abstract information — such as statistics, concepts, and processes. Color, motion, and good organization of your materials can help the audience understand these better.

Another bonus for using a presentation graphics software package is that you can easily create handouts. You can print a "hard copy" of the slides or (in most programs) print a specially designed notes page. You can then photocopy these pages and give a copy to each member of your audience.

Develop Slide Presentations

☑ *Develop slides to market your Head Start program.*

A traditional method of marketing an organization or service is via a slide presentation. A slide show is a good form of media if you want to introduce an audience to a concept or subject that can be conveyed more easily in words and pictures than by words alone.

Follow these steps to develop a slide presentation

1. **Begin with a statement of purpose.** What specifically do you want to convey to your audience?

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2. **Establish your objectives.** State them so the audience will know how they should respond after viewing the presentation.
3. **Consider writing a "treatment."** A treatment is a design document, usually written in paragraph form, that describes what you expect to create in a slide presentation. Will you use a narrator? Will your presentation be earnest and sincere, or will you use humor to communicate? Where do you expect to show your slide presentation?
4. **Develop a content outline.** Outline the main points and sub-points you want to include in your presentation. This will keep you from leaving out an idea.
5. **Develop your script by using "storyboards."** Storyboards are cards or pieces of paper on which you depict the visual. Each card represents one slide and includes a sketch of the visual. After you create a storyboard for each slide, rearrange, add, or delete cards to support your message. Presentation Graphics software programs (such as Microsoft's *PowerPoint* or Lotus' *Freelance*) are organized around a storyboarding framework.
6. **Incorporate pictures and artwork.** Resist the temptation to use words alone. But avoid using pictures just to have illustrations on your slides. Be sure that the illustration helps communicate the message you are trying to make.
7. **Ensure you make only one point per slide.** All information on each slide should relate to the point you are trying to make. Use enough slides to communicate your message.
8. **Practice your slide presentation.** Use the slide changes to pace your presentation. As slides change, they establish a rhythm. Use a break in this rhythm to emphasize a point, or to make a transition from one topic to another.

9. **Copy your slides.** Slides are easy and inexpensive to duplicate. You may want to carry a duplicate set of "insurance" slides, in case of a problem.

Create Overhead Transparencies

☑ *Overhead transparencies are often considered advantageous to slides because you can show them in a lighted room.*

You may wish to create overhead transparencies to communicate your message. They are often considered to be advantageous to slides because you can show them in a lighted room.

You can create black-and-white transparencies right in your office, using a computer, a presentation graphics software program (or a word processor!), and a laser printer. You may want to create color overheads, however. If you do not have a color copier, you can use an outside vendor who makes color overheads.

Create Electronic Presentations

☑ *Multimedia presentations enable us to communicate our message without paper.*

As computers become faster and easier to use, more organizations are developing and showing electronic presentations. Electronic presentations, often referred to as multimedia presentations, enable us to communicate our message without paper. These presentations often include motion, animation, multimedia clips, and transition devices. Large-screen video projectors are becoming standard features in corporations, auditoriums, and hotels where conferences are held.

People are often impressed with computer-generated motion graphics. But as they are becoming more experienced media viewers, people are also demanding polished and sophisticated presentations. For this reason, you may want to find an organization or a school where you can work with others to have an electronic presentation developed.

Develop Electronic Materials

What communicator has not already felt the effect of computer technology? We are now in a computerized society, whether we like it or not. From a communicator's perspective, technology permits us to transmit, store, and use information beyond the printed word we are used to for telling our story. This section introduces new ways for providing electronic information: via the Internet.

☑ *Technology permits us to transmit, store, and use information beyond the printed word*

Provide Information Via the Internet

Among the fastest growing opportunities for marketing an organization is by providing information via the Internet. The Internet, an international network of computer networks, has quickly become an established means for sending and retrieving information. Many organizations use the World Wide Web feature of the Internet to access and display information.

The World Wide Web uses a *hypertext* concept, where references within one document become a jumping off point to another document. You can think of this as being like the game chutes and ladders. In that board game, you can land on a certain square and then climb a ladder to another square. Similarly, by using a mouse (a computer pointing device) to select a specific word on your screen, you can move from one location on the World Wide Web to another. It is possible, therefore, for your organization to place information about your Head Start program on the World Wide Web, and build in hypertext links (ladders) to other Head Start information.

Gain Access to the Internet

The Internet is not a commercial enterprise. But you might want to work with a commercial firm to gain access to the Internet. You will need to get an Internet account. Look in a newspaper's business section or in a computer magazine to find companies that can help you gain access to the Internet. You will often need to pay a monthly fee.

Other than access, all you need to use the Internet is a relatively fast computer, a telephone line, and a modem. A modem is a piece of computer hardware that translates the digital data produced by your computer into the format that can be sent along regular phone lines. Modems run at different speeds. To collect or send data via the Internet, it is important you get a fast modem — one that transmits data at 14,400 bits per second, or more.

Place Information on the Internet

To place information on your organization on the World Wide Web, you need to translate word processing text to a format that includes computer coding instructions. These instructions, HTML (Hypertext Markup Language), enable the user to move from place to place. It is not difficult to change word processing text into HTML text. You would want to refer to a reference book or talk to a computer consultant about creating your World Wide Web "pages." Your Internet provider will assist you in actually placing your files on the web.

Develop Ways To Display Your Message

☑ *You can display the Head Start message in different ways and in different locations.*

A visual display depicting a program or a special theme can unobtrusively inform the public about your organization. You can display your message in different ways and in different locations. Three different mechanisms for displaying your message are exhibits, outdoor advertising, and specialty marketing products.

Establish Exhibits and Displays

Visual displays can be composed of photographs, clippings from publications, artwork, or any other materials that explain your marketing goal. You can create a display on materials such as cardboard or fiberboard that are lightweight and portable. You can usually capture attention if you use three-dimensional artwork, or if you incorporate moving images such as a videotape, or an automated slide presentation.

Set up exhibits or displays at malls, libraries, schools, banks, churches, or other locations in your community. Make requests for space to the person-in-charge by letter or in person well in advance of the date you desire.

You may also discover opportunities such as community festivals or business fairs to display information about Head Start. You may want a Head Start spokesperson to stay at the booth and answer any requests for information. If you have someone manning your booth at all times, you may also want to include a videotape or a computerized slide program. Both of these devices can attract a viewer's attention to an exhibit.

Use Outdoor Advertising

A billboard can be an extremely effective source of publicity, but it is often cost-prohibitive. It is possible, however, to find billboard space that is provided for free, or for a reduced rate. The outdoor advertising industry contributes annually, on both a national and local basis, advertising space for public service announcements.

If you use a billboard, create a design that will capture attention. Whenever possible, use a photograph or artwork to convey your message.

Use Specialty Marketing

With a small investment and a minimum amount of effort, you can send your message throughout the community in a variety of different ways.

- Print envelope stuffers and offer them to businesses, organizations, associations, and government agencies.
- Print litter bags (filled with information).
- Print T-shirt messages.
- Print messages on key chains.
- Print stickers for use on parking meters — with permission of local authorities. Meter Messages Inc. (Los Angeles) specializes in this form of advertising.

- Request that bumper stickers be placed on state, county, and city vehicles.
- Offer camera-ready art for messages on grocery bags.
- Print balloons with messages for use at mall exhibits and fairs.
- Print street banners — for city streets, fairs, special displays, shopping centers, etc.
- Ask shopping malls, sporting arenas, convention centers, schools, police stations, etc. to post messages on their score boards, public marquees, and moving message panels. (This may especially be useful during National Head Start Awareness Month).
- Ask for permission to place posters in child day care centers, nursery schools, movie theaters, malls, parks, convention centers, libraries, hospitals, physicians' offices, store-front windows (drugstores, grocery stores), parking garages, bars, laundromats, restaurants, and on employee message boards in corporation hallways.
- Develop signs for use on buses, taxis, and delivery trucks.
- Place messages on bumper stickers.
- Put a special message on a large tractor trailer or van and park it in various locations around the community.

Resources:

- *Publicity Handbook.* 1979. 36 pp. $.50. Consumer Services, The Sperry and Hutchinson Co., 2900 W. Seminary Dr., Fort Worth, TX 76133.
  - Best introduction to press work for volunteers, including a sample press release, photo captions, and radio public service announcement.
- *How To Do Leaflets, Newsletters and Newspapers.* Nancy Bingham, expanded version. 1981. 144 pp. $5.75. The New England Free Press, 60 Union Sq., Somerville, MA 02143.
  - Wonderful, thorough manual covers, start to finish, the production and editorial work on publications reported and produced by volunteers. Indispensable for the novice; valuable for the veteran. Packed with examples.
- *Everyone's Guide to Successful Publications: How to Produce Powerful Brochures, Newsletters, and Business Communications, Start to Finish.* Elizabeth Adler. 1993. 416 pp. $28. Peachpit Press, 2414 6th Street, Berkeley, CA 94710
  - Resource designed to help you communicate effectively in print. Integrates writing, design, and marketing. Provides useful checklists.
- *Projecting Your Image. How to Produce a Slide Show.* #296. 1977. 4 pp. $.80. League of Women Voters of the U.S., 1730 M St., NW., Washington, DC 20036

④

Chapter Four

Work with Elected Officials

Elected officials can help you accomplish your goal of telling the Head Start story. By reading this chapter, you will be able to work with your elected officials to influence Head Start program legislation.

Specifically, you will be able to do the following:

- Identify your representatives.
- Successfully visit your representatives.
- Follow lobbying rules for tax-exempt nonprofits.

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Work with Elected Officials

In the United States, the decisions of the people are executed by their elected officials — at all levels of government, from school boards to Congress. Because elected officials are placed in office to provide assistance and services to their constituents, they are among your greatest allies in telling the Head Start story. This chapter looks at how you can use nationally represented officials — senators and representatives — to help you tell the Head Start story.

Contact Your Elected Senator or Representative

☑ *Contact your senator or representative any time by calling his or her office.*

You can contact your senator or representative any time by calling his or her local office or the Washington, D.C., office.

Identify Your Senator or Representative

Each state has two senators. There are also 435 members of the House of Representatives. Each state gets one House member regardless of its population. Beyond that, the states are given representation in the House of Representatives on the basis of their population.

If you don't know who your senators or congressional representatives are, there are a few different ways to identify them:

- Use NHSA's Congressional Directory (available from NHSA).
- Ask at your local public library or local newspaper.
- Ask at your local Board of Elections.

Find Your Senator or Representative

☑ *It is important to contact all senators or representatives who should be concerned about children.*

It is important to contact all senators or representatives in your area who should be concerned about children. In large cities, there can be more than one senator or representative in Congress. If possible, find a person in the senator or representative's district to make the call and visit. In rural areas, you may reside close to the boundary between two congressional districts. The senators or representatives may be from different political parties. Refer to the following table.

How can I find my senator or representative?

If:	Then:
Your senator or representative is in Washington, D.C., Refer to NHSA's Congressional Directory.	
You want to make an appointment to meet with the senator or representative, the next time that he or she comes home, Call the local office for an appointment. Members can often be reached in their local offices on weekends.	
This is an election year, Find out if your senator or representative may be out meeting with people at scheduled community events.	

Visit Your Senators and Representatives

Before visiting your senators and representatives, it is essential that you plan your visit and prepare the materials you are going to present. It is also important to focus your discussion on key points and follow up after your visit. This section includes specific questions you can consider prior to visiting with these elected officials.

Plan Your Visit

☑ *Be sure you tell the senator or representative exactly why you are visiting.*

Follow these steps to plan your visit.

1. **Decide the purpose of your visit.** There are many reasons you may want to visit your senators and representatives. The most common are:
   - To get to know the staff and let them know that you are a good source of information about your community.
   - To urge your senators or representatives to sponsor legislation, to vote for a bill in committee, or to vote for a bill when it is considered by the House of Representatives or the Senate.
2. **Contact the local office to set up an appointment.** Call your senator or representative's local office. Tell the person you speak with that you are a member of the district. (For a sample introduction, refer to the example on the following page).

   If your senator or representative will not be available:
   - Ask to meet with the person on staff who works on children's issues.
   - Don't feel slighted if you are told to see the staff person. Not only is it important to have a good relationship with the congressional staffer, it will generally be much easier to reach that person.
   - Keep in mind that the staff person needs the information you have so that he or she can properly advise the senator or representative.

Example

"Hi, my name is ______ I am a constituent of Representative (or Senator) ______________. I would like to meet with the Representative (or Senator) to raise my concerns about the need to fully fund Head Start in our community. I would appreciate the opportunity to meet with (him or her) the next time (he or she) is home."

- Continue to ask for an appointment with the senator or representative.

✍ **See Page 69 for information on developing presentation materials.**

3. **Plan your presentation.** It is very important to think about and plan a short presentation before you go to the meeting. If you are going with others, get together before to make sure that you are organized and have a designated spokesperson. Make sure the spokesperson talks about the area of his or her expertise. Prepare information that you think will be helpful to the senator or representative or staff person. Some examples include the following:
   - Articles in local newspapers about problems related to children and families.
   - Statistics you have collected about the prevalence of various problems facing children in your community.
   - A fact sheet about a particular bill you are asking the representative or senator to support.
   - Printed information that explains what your Agency is and what you do.

You can call NHSA for additional materials. Assemble enough information packets for each senator or representative, staff member, and participant in the group.

Focus Your Discussion

☑ *Be prepared for your discussion by writing out an outline in advance.*

Be prepared for a meeting with your elected official. You should work from an outline that is logical, concise, and appropriate for the subject and for the audience.

What you say when you call or visit depends on whether your purpose is to urge passage of a particular bill or to generally discuss the problems facing children in your community.

On the day of your visit, follow these steps:

1. **Introduce yourself to the office receptionist.** State who you are and why you are there.
2. **Always be polite.** Treat the senator or representative as you would want to be treated. Be sure to thank the senator or representative, or staff person for his or her time and consideration.

✍ Refer to the table on page 87 for specific questions which will help you prepare for a discussion with your senator or representative.

3. **Talk about the areas in which you work or have expertise.** Consider these ideas:
   - Talk about your program or agency and the children and families you see in a "typical day" at work.
   - Describe the kinds of problems children are facing in your community.
   - Share your ideas for ways to improve the lives of children and families — explain what it will take to ensure that each family receives needed services. If there are specific actions you want him or her to take — such as those on the NHSA Policy Agenda — be specific.
   - Tell your representative or senator that the problems facing children and families in your community are just part of a larger national picture, and that is why it is so important for Congress at the national level to invest in children so that no child is left behind.

4. **Prepare for possible disagreements.** Your representative may tell you that he or she does not agree with you, or that there is a different solution. Figure out ways to win this person over to your way of seeing things. Leave open the possibility to meet again. Remember, children need you to build bridges, not burn them.
5. **Provide written information.** Leave any information you compiled for the meeting. Include your name, address, and telephone number on your materials. Leave a business card if you have one.
6. **Respond to any questions the senator or representative has.** It's OK to say you don't know the answer to a question. Don't worry. No one knows all the answers. It is much better to say that you do not know and offer to get the correct information than to provide wrong information. This also provides you with another opportunity to contact the office.
7. **Invite the senator or representative to join you in seeing some of the problems facing children first hand.** Also show a solution in your community that works. Often the solutions are seriously underfunded or understaffed — they need the additional funds your senator or representative can seek.
8. **Write a follow-up letter.** Thank the senator or representative for his or her time. Notify the NHSA government affairs director so that he or she may follow up in Washington, D.C.

Head Start Examples

If You Are a:	Be Prepared to Discuss These Questions:
Head Start Program Director	• How many children do you serve? • What hours do you operate? • Describe the population and neighborhood your center serves. • What services do you offer? • Why is it important to offer comprehensive services? What kinds of problems are typical of those your families face? • Have you been able to measure the success of the program? Tell a story about individual children's and parent/teacher's problems and successes. • How do you work with parents and the entire family? • Do you have an adequate number of staff to help children and families? • Do you find that not providing full-day, full-year services is inconvenient for the families you serve? • Do you think that you could better serve your families if you could use Head Start money to offer full-day, full-year services? • Do you see any need to serve infants and toddlers through Head Start? If yes, why? • How many years has your program existed? • What is the funding status for next year? • Describe how you feel about the impact of the program on the children and families you serve. • How can both the public and the private sectors support Head Start?

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If You Are a:	Be Prepared to Discuss These Questions:
Parent	• What difference has the Head Start program made for you and your family? • What changes have you seen in your children? • What special challenges do you face raising children today to ensure they become self-sufficient. • What would your child be doing during the day without this service?
Head Start Graduate	• What do you remember most about your time in Head Start? • How do you feel that it has made a difference in your life? • Do you think other children should have the same opportunity that you had?
Teacher	• What resources do you need but do not have? • What are some of the tough problems that the children in your classroom face each day (such as homelessness, substance abuse, and violence)? • What "real life" stories can you tell about the children in your classroom?

Follow Up

One visit or call is not enough. Strive to develop an ongoing relationship with the senator or representative or his or her staff. Continue to build contacts.

Tips for Follow Up

Consider these pointers:

☐ Start with a note thanking him or her for meeting with you.

☐ Send articles.

☐ Write letters updating information you have.

☐ Offer your assistance in thinking through solutions that could work in your community.

Example

SAMPLE LETTER FROM A HEAD START PARENT TO A MEMBER OF CONGRESS

(You don't need to type it — often hand-written letters are better.)

The Honorable (your senator or representative's name)
United States Senate or U. S. House of Representatives
Washington, D.C. 20515

Dear Senator (or Representative):

My child, (name), attends the Head Start program at (name of program, city, and state). This program has made a big difference to my child and to our family. For my child, it has meant (Write here about what your child is learning, the children he or she plays with, the services he or she receives through the center.) It has also meant a great deal to me. (Write here about how you have been involved with the program and what you have learned or how staff have encouraged you.)

I know there are other children in (name of your town) who would like to go to Head Start. Because there isn't enough money, they can't go. Please work to make sure there is full funding for the Head Start program.

Your name

Your address

(your telephone number,
if you want to include it)

☐ Call periodically with updates.

☐ Call with requests to support various bills.

☐ Invite the senator or representative, or staff person to speak before a community group in which you are involved. The better your communication, the more seriously you will be taken and the more willing the office will be to rely upon you and your judgments.

Understand Cautions and Concerns Regarding Lobbying

☑ *Be aware of federal and state regulations regarding lobbying.*

Lobbyists attempt to influence decision makers by direct contact, by affecting public opinion through the use of the media, and by mailing campaigns. Lobbying has become a familiar and accepted political activity. It is regarded by many as essential to the modern, complex process of government. This section looks specifically at rules, limits, and penalties for nonprofit lobbying.

Know Rules for Nonprofit Lobbying

Tax exempt, private, nonprofit organizations can spend some of their resources lobbying Congress and state legislatures. The following rules are federal regulations that apply to groups that have the benefit of tax exemption under section 501(c)(3) of the tax code. Federally funded programs must also consider the additional, very strict limitations that generally bar the use of federal funds to lobby Congress or state legislatures.

☛ **Be sure to check the laws in your state. Some states have no additional restrictions on lobbying by charitable organizations, while others require registration of all those which lobby frequently.**

Know What You Can Do

Small agencies can spend 15 to 20 percent of the agency's total resources on lobbying. Within reasonable limits you can do the following:

- Write your members of Congress or state legislature on organization letterhead.
- Call long distance to the Capitol at agency expense.
- Take a carload of people to the Capitol to meet a legislator or staff and get mileage paid by the agency.
- Engage in other activities generally considered "lobbying" or "grass roots lobbying."

Know What You Cannot Do

As the size of the organization's budget grows beyond $1million per year, the 15 to 20 percent figure decreases according to the formula described in *An Advocate's Guide to Lobbying and Political Activity for Nonprofits*. To write-off these expenses, you need to inform the IRS in advance, and complete certain forms.

  - NOTE: If this filing process is not followed, you are still allowed to do some lobbying so long as it is not substantial, generally up to about 5 percent, which permits most groups to do all the lobbying they need and want to do.

There is a special, smaller limit on "grass roots" lobbying — lobbying that has the purpose of getting the general public to contact legislators and ask them to act on a bill. It is capped at one fourth of your overall lobbying limit.

You must be able to show that no employees or clients were coerced into lobbying.

Identify Activities that Are Not Considered Lobbying

Lobbying activities must fall within the organization's general "charitable" or "civic" purposes. Under IRS rules, certain activities are not even considered lobbying.

- If you are a membership organization, you can inform your members (not the general public) of legislative issues critical to the goals of the agency and take positions on them. (Telling people to write Congress is considered lobbying.)

As a member of a membership group you can:

- Research and conduct nonpartisan analyses of legislation and state your position on such issues in the analysis, as long as you give complete information so that people can draw their own conclusions.
- Invite legislators or their staff to visit your program to learn about your work or to explain current legislative efforts.
- Attend workshops on how to lobby, generally.
- Respond to official written requests by legislative bodies for advice or testimony.

As a private citizen, you can:

- Work on legislative issues during lunch hours or after work. In public you should state explicitly that you are speaking as a private citizen, although your argument can be based partly on your experience with the agency.
- Put bumper stickers on your personal car, even if it is used in business.
- Participate on your own time in other groups that actively discuss politics and issues and lobby in that group's name.

Be Aware of Potential Penalties

☑ *Be aware of penalties that could be imposed if your agency breaks lobbying rules.*

The following actions can be taken if your agency breaks the rules.

- The IRS can always do an audit of your organization to see if you are spending too large a portion of your funds on lobbying activities.
- If the IRS substantiates such overspending and your agency's limit is 5 percent, they can rescind your tax-exempt status, in which case contributions to your agency would no longer be tax deductible.
- If they determine that your agency has exceeded the limits by a substantial amount (by an average of 50 percent over four years of expenditures), the IRS can rescind your tax-exempt status.

Resource:

For more detailed information about federal tax and program requirements, see the Children's Defense Fund publication, *An Advocate's Guide to Lobbying and Political Activity for Nonprofits* Revised, 1991. $5.95 postage paid. Children's Defense Fund, 25 E. Street N.W. Washington, D.C. 20001

Send Information to Public Officials

Prepare a letter and information sheet to send to public officials inviting them to attend your program's special event. Enclose an information sheet giving facts about your program. Suggested formats, provided on the following pages, include:

- Fact sheet
- Letter
- Mayoral proclamation
- Governor's proclamation

Example

HEAD START AWARENESS WEEK

October 19—

WE WANTED YOU TO KNOW THAT HERE IN YOUR
COMMUNITY, HEAD START IS:

"TOUCHING CHILDREN"

(Give information about number of children served and services provided.)

"REACHING FAMILIES"

(Give information about number of families, number of hours volunteered, and parent involvement activities.)

"INVOLVING COMMUNITIES"

(Give information about collaborative efforts with other agencies in the community.)

Agency name
Address
Contact

Example

AGENCY LETTERHEAD

Date, 19—

Use proper title address (The Honorable, etc.)
Address
Address

Dear (Mr. Speaker, Mr. Mayor, etc.) or Sir:

The National Head Start Association has designated October as National Head Start Awareness Month. The (state or local) Association has set (date) as (state or local) Head Start Awareness (week or day). During this (day, week, month), our program has planned a variety of activities that will focus on Head Start's purpose, goals, and services to the children and families served in local communities. Our theme is "Touching Children, Reaching Families, Involving Communities."

We would appreciate your cooperation in helping us highlight this (month, week, day) by showing your support for Head Start. (State your request for the person's attendance, etc., in your activity).

Your participation in Head Start Awareness Month is deeply appreciated. Enclosed is a brochure introducing you to our Head Start program. If you are able to participate or have any further questions, please call (contact person's name) at (phone number).

Very truly yours,

Example

PROCLAMATION (MAYOR)

PROCLAMATION BY THE MAYOR OF THE CITY OF______________

WHEREAS, Head Start is a comprehensive, family-oriented child development program for low-income families; and

WHEREAS, since its establishment on May 18, 1965, Head Start has provided comprehensive health, education, nutritional, and social services to more than 8 million preschool children and their families; and

WHEREAS, major research findings document the program's lasting positive effects on children; and

WHEREAS, October has been designated as Head Start Awareness Month and the Head Start Center will join more than 8,000 Head Start centers across the country in celebrating the accomplishments of Head Start; and

WHEREAS, the support of this community has made possible the local Head Start program;

NOW, THEREFORE, I, MAYOR OF THE CITY OF ________________________

do hereby proclaim October 19___, as

HEAD START WEEK

in (City of State)

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused to be affixed the Seal of the City of (State) this day of 19___.

Example

PROCLAMATION (GOVERNOR)

PROCLAMATION
BY THE GOVERNOR
OF THE STATE OF ____________________

WHEREAS, ____________________ Head Start in the State of ______________ is now in its ___th year of success in meeting the needs of disadvantaged children; and

WHEREAS, the Head Start program has established itself as the foremost Early Childhood Development program in these United States; and

WHEREAS, since its inception in May 1965, Head Start has provided health, educational, and social services to some 8 million children and their families in every U.S. state and territory; and

WHEREAS, to achieve its goals, Head Start provides not only for the educational and exceptional needs of the children, but also for their social, psychological, health, and nutritional requirements; and

WHEREAS, in addition to focusing on the needs of children, Head Start involves the parents in decision making through its Policy Council;

NOW, THEREFORE, I, ________________________ Governor of the State of _______ do hereby proclaim October, 19— as HEAD START MONTH in _______ and by doing so call attention to the accomplishments of the Head Start program and urge all citizens to increase their awareness of the services provided.

5

Chapter Five

Raise Community Awareness of Head Start

To tell the Head Start story, it is essential you gain the support of your community. Every event, meeting, program, service, or task completed is an opportunity to capture the public's attention and gain support for the goals of the organization.

By reading this section, you will be able to raise community awareness of and participation in Head Start by:

- Developing and promoting fund-raising activities.
- Developing a community workshop.
- Preparing an annual report.
- Including Head Start children in promotional activities.

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Raise Community Awareness of Head Start

Head Start programs must continually search to identify resources that will reinforce their efforts to provide quality Head Start programs for children and families. This chapter looks at how you can raise funds via special events, develop a community workshop, and develop an annual report.

Raise Funds Via Special Events

Resources come in a variety of forms: dollars, space, equipment, services, products, etc. The bake sales, carnivals, raffles, fairs, and countless other events sponsored by Head Start programs support the many aspects of Head Start.

These special events have not only a financial aspect, but they have the ability to create enough publicity to focus attention on the local program. This attention can be molded into future support or can build a corp of volunteers. Without volunteers, programs cannot be successful. The more dedicated volunteers you can attract and retain, the more likely you will succeed in your efforts.

Incorporate Tips for Developing Special Events

Some general tips offered by Leibert and Sheldon in their book, *A Handbook of Special Events for Nonprofit Organizations*, may assist you in planning, developing, and carrying out your next fund-raising activity.

TIPS

☐ Determine whether the proposed event is important enough. Is the event identified sufficiently with a purpose or service of the organization, and does it justify the effort and cost necessary to ensure the event's success?

☐ Remember that no two events are alike. You can't rely on a simple formula, or set of rules, or specifications. Some important watchwords are:

- Plan carefully.
- Proceed according to your plan.
- Check and doublecheck in advance and once again on location.
- Don't relax until the event is complete.

☐ Allow enough time for careful planning and effective promotion. Consider the date. Are there competitive events being scheduled at the same time?

☐ Establish a planning committee no matter what size the event.

☐ Promote your fund-raising events. (Refer to Chapter 2)

☐ Send thank-you letters to volunteers, local business firms, and any other groups who contributed to the event.

☐ Write a final report. Describe the mistakes and successes. Use this report when planning the next event.

There are a number of excellent books written that offer assistance in planning and initiating fund-raising events. Check with your local library for titles.

Incorporate Successful Head Start Ideas

The fund-raising activities that follow are ideas Head Start programs use to accumulate nonfederal matching funds. We hope these ideas will "spark" new and successful events for your program.

Examples from Head Start Programs

Log Cabin Quilt

- ***Sewing Class/Fund-Raising Project.*** A sewing class was combined with a fund-raising project. Sewing machines were borrowed from a local junior high school, and Head Start parents volunteered their time to learn how to sew a Log Cabin Quilt. The completed quilt was raffled off as a fund-raiser. (Coachella Valley, Thermal, California)

Talent and Fashion Show

- ***Affiliation with College.*** The Social Service Department sponsored a Talent and Fashion Show in conjunction with the African-American Program at the college. The college auditorium was used, free of charge; tickets were sold. A newspaper article solicited people willing to display their talent. Singers, musicians, dancers, choirs, and music groups performed (as did some of the college's African-American students). Children, staff, parents, community volunteers, and friends modeled homemade and purchased clothing. (Jersey City Child Development Center, Jersey City, New Jersey)

Bumper Stickers and Shirt Decals

■ ***Sales Program Instituted.*** The program obtained "Children Need a Head Start" bumper stickers from a fund-raising company and sold them successfully. Shirt decals reading "Head Start Builds Families, Jersey City, N.J." were also sold. The items were distributed to each center and sold at all meetings and events. People who saw the bumper stickers on cars also inquired about purchasing them. (Jersey City Child Development Center, Jersey City, New Jersey)

Dinner Sales

■ ***Parent Committee Dinners.*** Each Parent Center Committee plans and arranges fund-raising projects. Some groups have had dinner sales. Parents prepare the food at the center or at home and bring it to the center. Diners can purchase complete dinners or sandwiches. Some orders are obtained in advance. Orders may be delivered, picked up, or eaten at the center. (Jersey City Child Development Center, Jersey City, New Jersey)

Christmas Fund Memorial

■ ***Fund Provides Gifts.*** A friend of Head Start established a memorial fund, in her name, for Head Start children. The fund is used to provide Christmas gifts for the children each year. (Yazoo Community Action, Yazoo City, Mississippi)

Bricks for Sale

■ ***Dollar Donations.*** Dollar donations were sought for the development of the National Head Start Association office. For each dollar donated a brick with the child's name was placed on a model of the national office. This idea could be use for center building projects, equipment purchases, the purchase of a bus, etc. (School Board of Alachua County, Gainesville, Florida)

Christmas Tree Raffle

■ ***Decorated Tree.*** The local parent group decorated a tree and sold tickets for a chance to win the tree. The tickets were sold only to Head Start families, five chances for $1. The drawing was then held at the annual Family Christmas Party. (Geneva Head Start, Geneva, New York)

Christmas Sale

■ ***Parental Involvement.*** Parents were asked to participate in a fund-raising activity, selling Christmas items. Head Start received 40 percent of the proceeds. A training session was provided for the parents prior to their going out and selling the products. A prize was awarded to the top selling morning and afternoon parents. (Geneva Head Start, Geneva, New York)

Little Olympics

■ ***Annual Event.*** Each year, children and their families ask community members, relatives, and friends to sponsor them in athletic events. Sponsors donate money (25 cents to 20 dollars). Their names and donations are listed on a large vinyl banner and at the graduation pow wow. Each sponsor receives an individual certificate of appreciation. (Osage Nation, Pawhuska, Oklahoma)

Dance and Raffle

■ ***50s dance.*** Watertown Head Start sponsored a 50s dance. The hall where the dance was held was donated; there were free refreshments, a cash bar, and a local disc jockey who provided the entertainment. Advertising was done by word of mouth. A raffle was held in conjunction with the dance and local merchants donated the prizes. (Communities United Inc., Watertown, Massachusetts)

Yard Sale

■ ***Collected Items.*** Parents and staff collected goods and held a gigantic garage sale. One parent created her own fund-raising drive (to collect funds to cover the utility bill) and collected more than $100. (James City Head Start, Williamsburg, Virginia)

Fashion Show

■ ***Creative Event.*** The Newburgh centers sponsor a fashion show each year. Tickets are sold to the community at large. Head Start parents rehearse for weeks prior to the event. (Newburgh Head Start, Newburgh, New York)

Rib Sale

■ ***Annual Event.*** The most successful fund-raisers have been annual community events. A yearly rib sale has become so popular that the Head Start center now can only fill orders instead of selling off the pit. Sales are conducted around the same time each year, and orders are taken by both the staff and parents. Ribs are purchased on the basis of the orders taken and are cooked by a volunteer chef. Most of the advertisement is via word of mouth from satisfied customers. The ribs are delivered to the purchasers. (United CAP Head Start, Pawnee, Oklahoma)

Halloween Carnival

■ ***Newspaper Publicity.*** An annual Halloween carnival provides a safe Halloween experience for children. Before the event, parents cut, stuff, and sew a variety of animal toys, which are used for major prizes. Local residents donate white elephant items for a general store. Tickets are kept low in price so many families can afford admission. (United CAP Head Start, Pawnee, Oklahoma)

Indian Taco Sale

■ ***Donated Ingredients.*** Whenever the center's kitchen is free, the parents hold an Indian Taco Sale. The ingredients and supplies are donated by local merchants or the parents themselves. (United CAP Head Start, Pawnee, Oklahoma)

Basketball or Volleyball Tournament

■ ***Tournaments*** Tickets are sold by Head Start parents to basketball and volleyball tournaments. Teams are organized in the following manner: morning fathers vs. afternoon fathers, morning mothers vs. afternoon mothers, center vs. center, etc. (Fort Belknap Head Start, Harlem, Montana)

Classroom Piggy Bank

■ ***Penny Saving.*** Parents and center staff teach a short jingle motivating all children to save pennies (*chavitos prietos*). All year round, children place pennies in banks. The Parents' Center Committee collects this money and uses these pennies to buy nutritional snacks, and promote a special sale. Nutrition experts help the parents plan balanced nutritional snacks. (The New York Foundling Hospital Head Start, San Juan, Puerto Rico)

Yearbook Fund-raiser

■ ***Local Newspaper Involvement.*** Members of the Head Start Center Committee asked their local newspaper to print their program yearbook. Parents then sold advertisements for the book. This idea replaced the past method of a yearbook company selling advertisements and printing the book. This was the only fund-raiser the group needed for the entire year. (West Central Head Start, Appleton City, Missouri)

Grocery Give-Away

■ ***Contribution of Food.*** Each parent is asked to contribute a non-refrigerated food item (the items go into a large decorated box). Parents are then asked to sell at least one $10 book of raffle tickets to win the box of food. As an incentive, the parent selling the most tickets receives a turkey or ham, donated by a local merchant. To assist parents, directions for selling the tickets are printed on the front of each book of tickets.(Head Start Program, Tampa, Florida)

Children's Photos

■ ***Purchased Camera.*** Classroom photos, individual portraits, graduation pictures, and memory books are great fund-raising projects. The first time, Tampa got competitive bids for this project. After their first activity, they used the profits to purchase a professional quality camera so subsequent projects have been virtually cost-free. (Head Start Program, Tampa, Florida)

Design a T-shirt

■ ***T-shirt Contest.*** A notice was mailed that had the following contest announcement:

- "We're so excited! Head Start will soon have Head Start T-shirts for sale, and whoever submits the winning design for the front of the shirt will win a FREE SHIRT! Here's a picture of two Head Start logos you may wish to consider in your design. So get busy — dust off your imaginations, and submit your entry no later than _______."

Competitive bids were obtained from printers and silk-screen businesses for the entire packet (art work, screening, and shirts). (Head Start Program, Tampa, Florida)

Head Start Cookbooks

■ ***Favorite Recipes.*** Parents are asked to submit their favorite recipes to be compiled in a cookbook. Parent volunteers assist in typing the book. Cookbooks are then sold as a fund-raiser. (South Central Iowa Head Start, Leon, Iowa)

Parents can also provide samples of some of the recipes, which can really help to "sell" the book (this could be done at a mall, bazaar, etc.)

Bingo

■ ***Reimbursement Offered.*** A local community center pays a fee for each Head Start person who attends a Bingo Night. Patrons pay at the door, and Head Start is reimbursed the total fee, up to 100 people. This is a good fund-raiser that does not require a great deal of time or planning. Fliers and word of mouth are the only publicity needed for this event. (Howard County, Head Start, Ellicott City, Maryland)

Various Activities

■ ***Car Wash,Tupperware, and Ornaments.*** The parent group held a car wash at a local service station. The station donated the soap and wax. A Tupperware party was held by the parent group, and 15 percent of the party's proceeds went to Head Start. Parents and their children make ornaments that are then sold as a fund-raiser. (Umatilla County Head Start, Pendleton, Oregon)

Candy Sale

■ ***Chocolate.*** S.C.O.P.E. Head Start has a great deal of success selling chocolate bars as their fund-raiser. (Aroka County CAP in Spring Lake Park, Minnesota, also sells candy bars.) Three flavors — caramel, almond, and crunch — are sold. The bars are purchased from a Chicago candy company and sold at 50 cents. The profit is 40 percent of their sales. (S.C.O.P.E., Bridgeton, New Jersey)

Puppets

■ ***Ideal for "Crafty Parents."*** Parents made and sold puppets and made a profit of more than $6000. This is an excellent way to get your "crafty" parents involved in a project. (Livonia Head Start, Livonia, Michigan)

Fraternity Involvement

■ ***Painting and Repairs.*** A local fraternity at the University of Arkansas donated their time by painting the inside and outside of the Head Start building in Springdale. In addition, members repaired playground equipment and window screens.

Fraternities and sororities can be a great resource to Head Start as most of these organizations are committed to doing community service projects and are often looking for agencies to help. (Washington County Head Start, Fayetteville, Arkansas)

Health Fair

■ ***Free Services Offered.*** "Don't Clown Around With Your Health," set the theme for promoting good health within the community. The general public was informed of the free service being rendered at the fair. Special invitations went to all the nursing homes and transportation was provided, if needed. The school board donated the facility; merchants donated drinks, ice, paper goods, hot dogs, etc.; a printing company donated the fliers; professionals donated their services; and volunteers served as aides.

The fair was promoted as an occasion for the entire family. Efforts to attract children were accomplished by a free space walk, free drinks, and hot dogs for 25 cents. The total in-kind contribution of this effort was over $55,000. (Pinebelt Association for Community Enhancement, Hattiesburg, Mississippi)

Carnival

■ ***Fun Night.*** Local centers joined with the local Parent Teacher Organizations to sponsor a Fun-Night Carnival. Prizes for each game were donated or purchased from a local "fun and games" company. Tickets were sold several weeks prior to the event, as well as at the door. (The price of the tickets were higher at the door). Cakes were donated for a cake walk, a very popular event. Popcorn, drinks, and other food items, which were donated, were available for purchase at the carnival. This type of event requires a lot of volunteers and careful planning, but the profits can exceed several thousand dollars. (Drake University Head Start, Des Moines, Iowa)

Events with Television Characters

■ ***Lunch with "Big Bird."*** Sponsor a lunch for the children in your community with a famous storybook or television character. Big Bird is often a popular choice and many times local costume shops will have the costume available.

Sell tickets prior to the event and at the door. Vary lunch times on the tickets so you do not have long waiting lines. Plan a simple lunch: hot dogs, carrot sticks, apples, etc. Have your chosen character circulate among all the children. Include picture-taking (child/character) to add another facet of fund-raising to the event.

Hold the event in a local mall auditorium or other similar facility. If you get the lunch items donated, this can be a very big fund-raiser, especially if you live in a larger community. (Drake University Head Start, Des Moines, Iowa)

Badges

■ ***Invest in a Badge Maker.*** Buy a badge maker and make badges all year long. Badges can be sold at many events and for a variety of purposes. Be sure to invest in a "quality" badge maker. (Drake University Head Start, Des Moines, Iowa)

Volunteer Auction Certificates

■ ***Buy Merchandise.*** Offer Volunteer Auction Certificates. Parents and other volunteers earn $5 certificates for each Policy Council Meeting; $2 for each center meeting; and $4 for each classroom session they volunteer. In April an auction is held where volunteers can use their "Volunteer Bucks" to buy merchandise that has been donated by local businesses.

Rent-A-Goat

■ ***Kids for Kids.*** A young goat was taken to places of business by a group of parents. For a $10 donation, parents removed the goat and delivered it to someone else designated by the donor. (Havre, Montana, and Rapid City, South Dakota)

Silent Auction

■ ***Donations Sold.*** Items were donated by various vendors, exhibitors, and local Head Start staff. They were then sold via a silent auction. (Texas Head Start Association)

Carrier Teams	■ ***Spring Event.*** Groups or individuals sponsor a "carrier" to carry plastic eggs containing prizes donated by local businesses. Carriers have a route to follow. Prizes are awarded for funniest, fastest and most creative team. (Durango, Colorado)
Used Book Sale	■ ***Parental Involvement.*** Parents collect books all year and hold one big sale at a mall. They also hold a celebrity tricycle ride, gathering pledges from the community, with the Head Start children riding the trikes. (Bismark, North Dakota)
The Dating Game	■ ***Community Involvement.*** Travel agents, restaurants, hotels, etc. donate prizes; people then pay to participate in picking a bachelor or bachelorette. (RAP)
Consistent Event	■ ***Community Needs Assessment.*** As part of the community needs assessment, hold a community wide fund-raiser and share the profits. Establish a consistent, yearly fund-raiser so people will expect a similar fund-raiser at a similar time and place each year. (Grand Junction, Colorado)
Art Auction	■ ***Children's Art.*** A Children's Art Auction has been a good fund-raiser for this Head Start group. They also have a "Time Raiser" for increasing volunteer hours. (Alamosa, Colorado)
Adopt-A-Class	■ ***Partnerships with Community.*** Local businesses, clubs, and organizations join into partnership with the Head Start program by adopting a class and committing to one of five different levels of sponsorship. Sponsorship can be volunteer (providing 25 to 200+ hours of volunteer service) or monetary (paying $100 to $1,000). Monetary sponsors can designate money for specific functions such as a field day event, graduation, or playground equipment purchase. Other funds are used for educational supplies, special experiences, or emergency social services. (Concerted Services Inc., Waycross, Georgia)

Kiss-A-Pig

■ ***Contest.*** A contest was held "forcing" community leaders to kiss a pig — a real one!

General rules for the contest:

1. Select candidates, such as businessmen and civic leaders.
2. Publish the identity of these individuals on radio, television and newspapers.
3. Use the local media to encourage the public to choose the candidates they would most like to see. The local newspaper took group and individual pictures of the candidates in their, "How's Ya Like to Kiss a Pig for Head Start T-shirt." These were displayed all over town.

Posters with the contest rules were placed in each candidate's place of business and the public was encouraged to stop by and make their donations. The public was advised through daily media blitzes who was ahead.

The contest ran for six weeks, with the Kiss-Off scheduled on the last day at a local mall. A BBQ was held in conjunction with the Kiss-Off and a band played throughout the afternoon. All media sources covered the event. The pig was on display in his very own Head Start T-shirt. Tote boards were manned by parents and staff to take last minute donations. Pig T-shirts were sold throughout the contest. (Hastings, Nebraska)

Develop a Community Workshop

☑ *Raise community awareness by holding a community workshop.*

Developing a community workshop is a method for raising community awareness of Head Start. Plan your workshop by identifying your workshop objective. It is a good idea to write out your plan.

A sample workshop would be to make Head Start staff and parents aware of the need for building a solid public image in their local community. A workshop based on this objective follows.

Example

TELL THE HEAD START STORY...
OUR FUTURE DEPENDS ON IT:
A WORKSHOP MODEL

Objective for Workshop: To make Head Start staff and parents aware of the need for building a solid public image in their local community.

Discussion of Objective: Head Start has a dedicated group of staff members and parents who are concerned about the welfare and image of the Head Start program. However, we must sharpen and refine our public relations skills in order to build a solid base for Head Start in each community. We need to train our staff members to realize that each of them is important in projecting a good image to the public; this includes everyone, from the person who answers the phone to the person who drives the Head Start bus. We must be able to communicate the importance of what we are doing and the difference we are making with children and families.

Amount of Time Required: This workshop needs a minimum of 90 minutes; two hours would be better (with a short break where Head Start staff members share success stories about their own public relations efforts.)

Number of Participants: Limit the number to 50 people so that you can give the information in enough detail and facilitate good discussion.

Time of Day: Try to hold the workshop in the morning, when people are usually more alert.

Room Set-up: Set up chairs classroom style with tables for display located on one wall of the room. It is very important to have materials (examples of posters, pictures, scrapbooks, etc.) that you can reference while giving the workshop.

Equipment Needed: At a minimum, you will need a flipchart, easel, and magic markers. Audiovisual materials, such as slides, etc., would be helpful also.

Outline for Workshop:

I. Warm-up exercises:

On five or six flash cards, print (large) names of prominent people such as: President Kennedy, John Wayne, Einstein, Billy Graham, etc. Hold these up before the group and get a response as to what kind of thoughts this particular name brings to mind. Use this exercise to point out that we do have some opinion about people, whether it is positive or negative.

II. Introduction:

A. Give purpose for workshop.

B. Give brief review of items to be covered in workshop.

C. Point out that we need to prepare for good day-to-day public relations and make special preparation for October Awareness Month each year.

III. Local Activities:

A. Educating the public

1. Working with the media

(a) Get to know reporters.

(b) Learn the newspaper lingo and deadlines.

(c) Write a newsworthy story.

(1) Who, what, where, how, when, and why are the key elements in the story that go into the lead paragraph in order of importance.

(2) Write the next paragraph with most important information first and information of lesser importance to follow.

(3) The last paragraph is the summary. The editor will cut from end to beginning to be sure the important information comes early in the story.

(4) Use facts. Adjectives and adverbs are not essential and will probably be edited.

(5) Use a picture if you have a good, clear, black and white glossy print. Get the parent's permission to use the picture and save the negative.

(6) Be sure the agency's name, address, and phone number are at the top of the page. Give the name of the person the newspaper can contact for more information.

(a) Request a preferred date for printing the story.

(b) Type the story double-spaced.

(c) Leave room on top of the first page for a headline to be added.

(d) Number the pages if more than one, and use the agency name on each subsequent page.

(e) Paper-clip picture to the front page.

(7) Approach radio and TV about public service announcements (PSA).

(8) ABOVE ALL, KNOW WHAT YOU'RE TALKING ABOUT.

2. Working with community organizations:

(a) Make personal contacts with officers of civic clubs.

(1) Use facts and statistics to answer questions.

(2) Know some human interest stories to tell.

(b) Compile a scrapbook containing news clips, pictures, etc., about the program. This helps to make the program more real in people's minds.

(c) Develop a slide show about your program to present to groups of people. Resource: "Preschool, It Works," a 20-minute filmstrip describing a 20-year longitudinal study that shows education gains made by children enrolled in preschool and cost-effectiveness of the program. Cost: $30; order from: High Scope Education Research Foundation, 600 N. River Street, Ypsilanti, MI 48917 Phone: (313) 483-2000.

(d) Develop a speaker's bureau using staff members and parents with expertise regarding program operations.

(e) Develop a speaker's kit with all the relevant information on your program.

(f) Develop brochures listing specific program services.

(g) Have a program or center newsletter.

3. Show appreciation to businesses who have donated to the program.

(a) Write thank-you letters. Send Christmas or other holiday cards that the children have made.

(b) Have an end-of-the-year field trip to let children present an APPRECIATION CERTIFICATE to the business people.

B. Increasing awareness of children's needs with local government officials.

1. Invite officials to visit the centers while the children are there.

2. Let officials know you are aware of their support or lack of support for children and families.

IV. State Activities and Resources

A. Join and become active in statewide advocacy groups.

B. Put your name on the mailing list of legislative and state government agencies.

C. Support candidates for legislative and public offices that are pro-children and families.

D. Become involved in the state government process.

V. National Activities

A. Join national advocacy groups. Besides belonging to NHSA (703) 739-0875, consider joining other groups such as National Association for the Education of Young Children (NAEYC) (202) 232-8777.

B. Subscribe to national newsletters and magazines.

1. *NHSA Journal*

National Head Start Association
After October 1, 1995:
1651 Prince Street
Alexandria, VA 22314
(703) 739-0875

2. *Early Childhood News*

P.O. Box 49728
Dayton, OH 45449-0728
(513) 847-5900

3. *Early Childhood Today*

Scholastic Inc.
P.O. Box 54813
Boulder, CO 80323-4813
(800) 544-2917

4. *Child Care Information Exchange*

P.O. Box 2890
Redmond, WA 98073
(800) 221-2864

Develop an Annual Report

☑ *Raise community awareness by publishing an annual report.*

The Annual Report — a compilation of your yearly component achievements and statistics — can be a great resource for informing key people in your community about local Head Start accomplishments.

An annual report should state your organization's mission. It should illustrate your Head Start organization's commitment to report funding sources and overall structure. While offering insight into finances, an attractive report can also inform the public of the work, ongoing programs, and volunteers associated with your organization.

Design Your Report

Filled with photographs to identify and illustrate vital programs and services, a well-designed report can be valuable year-round. Show volunteer accomplishments in words and photographs. Design students and some professional designers will assist non-profit organizations with designing annual reports.

Organize Your Report

It is important to have a well-organized publication. Among the sections you may want to include are the following:

- Mission statement.
- Summation reports from each coordinator.
- Table illustrating your P.I.R. results.
- Graph indicating funding levels over the last three or four years.
- Accomplishments.
- Fiscal report.
- Letter from board president and executive director.
- Letters from key staff members and parents.

Refer to the following pages for an example. This sample was taken from a Concerned Parents for Head Start (Paterson, New Jersey) Annual Report.

Example

REPORT OF THE DEPUTY DIRECTOR

Mary R. Blackman

Each year, CONCERNED PARENTS FOR HEAD START must complete a Program Information Report (P.I.R.) to the Regional and National offices. The P.I.R. provides quantitative information on key characteristics and aspects of all full-year Head Start programs. Data from the P.I.R. provides information on important programmatic areas needed for program management. We are required to complete two P.I.R. forms annually, a short mid-year form and a more complete annual form, which provides data for our entire operating period.

(Chart #1 and Table #2 were located here)

Chart #1 is a summary of Concerned Parents for Head Start scores on the performance indicators in the areas of Health (medical and dental), Medicaid/EPSDT, Education, Social Services, Parent Involvement, and enrollment during the year. Table #2 is a sample of Concerned Parents for Head Start performance on the indicators compared with the performance of all Head Start programs in Region II. This table is in the areas of Health, and, as shown, we did very well in relation to other programs in our region.

On the local level, the P.I.R. assisted the administration in identifying areas that need improvement:

1. To increase volunteer participation.
2. To encourage the education staff to complete the Child Development Associate program.
3. To reduce the child/adult ratio.

Parent Involvement Components

The Parent Involvement and Volunteer Component was enlarged by one additional person, a Parent Involvement Assistant, in September.

Families who enter into Head Start have to adjust to new expectations and new patterns of behavior. Many of the mothers lack self-confidence in their childrearing role and the skills to negotiate the systems and bureaucracies in which they are involved. Some of the major obstacles they are confronted with are inadequate housing and high rent, food bills, heating bills, and medical fees.

One of the requirements of the Head Start family is to volunteer in the Head Start centers. This year more than ever because of inflation, we have experienced the "Drop Out Syndrome" because as much as we would like to, it is impossible to deal with the current problems of the families. Concerned Parents for Head Start recognizes that it is foolish to believe that parents can be interested in volunteering in the program when there is no food in the home, when they and their children have no adequate clothing, when it is too cold in their apartment, or when they need to move and there is no decent housing to move to, or no housing at all!

In addition, the clients need to focus on the many time-consuming appointments with outside agencies (medical, welfare, Social Security, etc.) that provide food, shelter, and heat for survival.

The coming program year will be spent setting up meaningful support groups for parents. This will be a mechanism for parents to address the problems and obstacles they encounter. This approach will provide an opportunity to build personal relationship and mutual support systems with others who share the same interests and concerns. In spite of the frustrations and stress both parents and staff experienced, the following figures illustrate our accomplishments during the past 18 months.

Parent Hours	42,304
Parent Volunteers	2,650
Home Visits	45
Board Meetings	12
Policy Council Meetings	12
Parent Workshops	15
Parent Contacts	2,000
Fund Raising	30
Parent Meetings	40

Parent Involvement Projections

1. Establish a Friendship/Hostess Parent Group.
2. Re-establish the "Good Neighbor Food Pantry" for needy Head Start families.
3. Establish a clothing exchange among parents at the center level in conjunction with the policy council, the head teacher and the social services/family worker of the center.
4. Continue "Exploring Parenting" on a broader scale.

We feel that the support groups will be an effective mechanism for parents to address the problems and obstacles they encounter. Participants can feel free to relate their problems and release their feelings of anxiety and frustration.

Their self-esteem can be strengthened through the support groups wherein the approach is peer problem solving and the development of leadership skills. Finally, the support groups can increase their self-confidence regarding their parenting role by providing an opportunity to acquire new knowledge.

This is not to say that our parents do not possess inner strengths that have enabled them to carry out necessary family functions; however, the group seeks to expand on these inner strengths and address the particular needs of the parent previously unaddressed."

SPECIAL NEEDS SUMMARY: FOR JANUARY-JUNE

Our Special Needs Component continues to grow both in numbers of children and in our ability to coordinate and provide direct services. We were again fortunate to have Dr. Joseph Holahan, the developmental pediatrician of St. Joseph's Hospital Child Development Center, visiting our program weekly in order to evaluate and monitor our handicapped and "at risk" children. In addition, other Child Development Center staff members provided psychological and educational assessments. Speech therapy was provided on site by speech therapists from Barnert and St. Joseph's Speech and Hearing Clinics to children referred for these services by their own physician or by Dr. Holahan.

Referrals of Special Needs children to our program came from a variety of sources:

- St. Joseph's Child Development Center
- St. Joseph's Youth and Family Program
- Community Health Centers
- D.Y.F.S.
- Paterson Board of Education
- St. Joseph's Rehabilitation Center
- Barnert Speech and Hearing Clinic
- Commission for the Blind
- Child Adolescent & Family Clinic, Barnert Hospital
- Private physicians

Between January and June, a total of 77 children were mainstreamed under the following classifications:

Hearing impaired	1
Visually impaired	2
Orthopedically handicapped	3
Health impaired	18
Communication handicapped	30
Mentally retarded	11
Emotionally disturbed	1
Specific learning disabled	11

- Twenty children had additional impairments other than their primary handicapping conditions.

Evaluation and assessments completed during this period included:

Full development evaluations	51
Development re-assessments	33
Audiological evaluations	10
Medical assessments	4
Neurological evaluations	3
Opthamological examinations	2
Psychological evaluations	33
Educational assessments	24

The Special Service Department of the Paterson Board of Education and the Head Start Special Needs Component are collaborating in an effort to simplify the transition activities that precede a child's move to the public school. We hope thereby to avoid duplication of testing necessary for placement and link parent and child to a continued educational service system even before they leave Head Start. Board of Education Child Study Team members have conducted some of the psychological and educational assessments and observed the child in the Head Start classroom.

We are happy to report that our projections have been met during the time covered in this report.

ACCOMPLISHMENTS

- Expansion of our Special Needs Component to service 36 handicapped children; up from 27.
- Participation in Rutgers Pre-School Pilot Program, fostering collaboration between the State Department of Education and Head Start Regional office and resulting in workshops and seminars for staff and parents and in technical assistance forging linkages with local school districts.
- A film depicting Dr. Joseph Holahan's work at the Paterson Head Start centers was completed and shown at the National Head Start Association's conference.
- A six-week summer program for special needs children was implemented under a one-time grant.
- An on-site speech therapy program with speech therapists from both Barnett and St. Joseph's Speech and Hearing Centers providing services.
- A written agreement with the Special Service Department, Paterson Board of Education, outlining our collaboration in the transition activities for our special needs children.

- Teacher participation in the Cognitive Linguistic Intervention Program outreach workshops provided through a grant to the Montclair Public Schools.
- Forty-six William Paterson College students majoring in adaptive physical and special education were assigned to our classrooms to work twice a week directly with our special needs children.

PROJECTIONS

1. Expand services to increase the number of handicapped children from 36 to 39.
2. Develop an in-service training sequence on mainstreaming for new teachers and parents.

Include Head Start Children in Promotion

☑ *Head Start's best salespeople are the children we serve.*

Head Start's best "salespeople" are the children we serve. When our Head Start children perform, they tend to capture the hearts of their audiences. Songs created by individuals in local programs help to "Tell the Head Start Story" through the voices of our children.

These songs and poems have been graciously shared to help you tell your story.

Examples from Head Start Programs

Are You Aware?

(Tune: We Shall Overcome)

The following song was used as a part of Mobile's special activities:

We are well aware
We are well aware
We are well aware of Mobile Head Start
Deep in our hearts, awareness is ours.
We are well aware, today.
We need your full support.
We need your full support.
We need your full support today, today.
Deep in our heart, awareness is ours.
We are well aware, today.
Visit our centers soon.
Visit our centers soon.
Visit our centers soon, this year, yes this year.
Deep in our hearts, awareness is ours.
We are well aware, today.
Thanks for coming today.
Thanks for coming today.
Thanks for coming today, today.
Deep in our hearts, awareness is ours.
We are well aware, today.

Head Start

Words by Carol Ann Greene,
Social Worker, Jersey City
Child Development Centers

Social Service recruits our children
with the help of so many more.
Touching families in a special way,
there's never too many doors.
Education teaches each child so rare
the experience that life has to give —
a yellow sun, the wet raindrops,
how other people live.
Then health will see to all their needs
by checking medical histories.
So when our children leave us,
their health won't be a mystery.
Nutrition plays an important role,
for children are what they eat.

Apples and oranges are nature's sweets,
while vegetables can't be beat.
And since Head Start is for everyone,
there's a place for the Special Needs Child.
For mainstreaming is the goal for all,
as the staff meets individual styles.
Sometimes life's stresses become too much,
or a friendly rap will do.
Then Mental Health will intervene,
and look for answers with you.
Parent involvement bridges the gap
between parents and components needs.
They also assist with the governing boards,
and set tones for parents to lead.
Children, parents, staff, volunteers,
and grandparents all lead the way,
To make Head Start, so very unique,
touching families everyday.

A Teacher Prays

Words by Jonnie Hawlings
Harris, Texarkana, Texas

As I look around the classroom
At each little upturned face,
I feel a new awareness
Of my awesome task and place.
There are so many problems
That I do not see or know —
So many little heartaches
That may or may not show.
They come to me for learning,
For encouragement, and cheer,
And yet I fear that many times
I neither help nor hear.
My wisdom is so little,
And myself so in the way,
That many times I fail them
In the pressure of the day.
Forgive me please, and help me
In each lesson that I teach
To work with love and patience
If the child I'd truly reach.

* * *

Behind Every Child

Words by Connie Lee, Head Start Program Parent, Newburg Community Action Committee Inc. - 1984

Behind every child of greatness... is a
NCAC teacher's tender touch...
warm as the sun at noonday... and
counting oh so much...
Behind every child who advances...
there's a NCAC teacher helping him
on... giving him encouragement...
when hope is all but gone.
Behind every child who's learning... to
promote a better life... is the guidance
of his NCAC teacher... mother or his
father... it has been so since time
began... this no one can deny...
success or failure hinges upon... how
deep or shallow his love...
Behind every child there's a NCAC
teacher... helping him above.

♫♫♫♫♫♫♫♫

Head Start: I Have A Dream

Words by Alvernice Blandon, Director, Child Development Office, Cleveland, Ohio

In memory of a man who stood tall among men and carried the torch of equality for all men and whose inspirational "I Have a Dream" inspired the following:

I have a dream;
You have a dream;
We have a dream.
That one day this country will become
the world leader in providing quality
preschool services to all its children.
That this nation will rise up and
recognize the services of those
dedicated to providing guidance and
quality services to families and
children building a positive
self-image and enhancing their
abilities and skills to make a
meaningful contribution to our
society.
I have a dream;
You have a dream;
We have a dream.

That when somebody mentions my name, your name, they will say that I, you, we tried to live our lives serving others — red, black, white, yellow, brown children and families.
I want them to say, you want them to say, we want them to say like Martin Luther King Jr. we tried to love somebody.
We want them to say that we wiped away a tear, held an unhappy child, listened to a distraught parent, patted a staff for a job well done, smiled at a frowning face.
In the memory of Martin Luther King Jr., we want them to say, we too tried to feed the hungry, we tried to clothe those who were naked.
And if they want to say that we were drum majors, say that we were drum majors for justice, we were drum majors for truth, we were drum majors for Head Start.
I have a dream;
You have a dream;
We have a dream.
That those who march beside us step with us for Head Start.
Lift us up when we're down.
Pick us up when we fall;
Tell us when we're wrong.
And yes tell us when we're right
Always with love, because we too have a dream, a dream that we would like the world to know Head Start, and all the things we do. The people who become involved like you and you and you.

Head Start Song

(Tune: Happy Birthday)

Words by Mrs. Alpina Howard, Former Head Start Teacher, Bethel Head Start Program, Buffalo, New York

We are leaving Head Start
And our teachers so dear,
We will always remember
All the things we learned here.
We have learned many things,
We can count, paint, and sing.
We will always remember
The joy Head Start did bring!
As upward we go,
Our learning will show
And everyone will know,
We attended HEAD START!

Head Start Gratitude

(Tune: This Ol' Man)

Words by Vetha L. Perkins, Oxnard, California

Here we go — from Head Start
Mainly because you did your part
So thanks to you and you and you
A better school we could not choose
Now we say — from our hearts
We will miss this great Head Start
So good day to you and you and you
A better school we could not choose
Oh how we wish that we could stay
But we must be on our way
So good day to and you and you
A better school we could not choose

I'm a Head Start Kid

(Tune: Twinkle, Twinkle, Little Star)

I'm a Head Start Kid,
Look at me, look at me
I'm a Head Start Kid,
Look at me, look at me
You can see, I'm a Head Start Kid.
Everywhere I go
I want the world to know
I'm a Head Start Kid.
I like my numbers.
I like my colors,
I like to say my A B C's
I like my room
I like my teacher —
Most of all, I like me!
Look at me, look at me
I'm a Head Start Kid.

I Yi Yikes Us

Written by Kathy Goebel, Teacher, Livonia Head Start, Livonia, Michigan

I Yi Yikes Us,
Everybody Likes Us,
We Are The Kids From Livonia Head Start
Always A Sharing,
Always A Helping,
Always A Feeling Fine! Hey!

Moving On

(Tune: Mary Mac)

Provided by the United
Community Action Program,
Pawnee, Oklahoma.

"Head Start, moving moving
Head Start, moving, moving
Head Start, moving, moving on.
See that boy dressed so fine,
He's got Head Start on his mind.
Head Start moving, moving,
Head Start moving, moving on.

Note: For this song, you can substitute the words: teacher, girl, woman, man, or a child's name.

Head Start moving, moving,
Head Start moving, moving on.
See Jim Jones speaking so kind,
He's got Head Start on his mind.
Head Start moving, moving,
Head Start moving, moving on.

Head Start

(Key of D) – Guitar

Words by Ann Barbour,
Independence, Missouri

(Chorus)
Head Start, let's give them a head
start, our children will be smart
if we give them a head start.
(Verse 1)
Mrs. Moses and Mrs. Yant, teach
them what they can and can't,
show them what's right or wrong
and teach them a brand new song.
(Verse 2)
They'll learn all the road signs
the its yours and its mines. Their
feelings all come out, they'll learn
not to sit and pout, cause they've got
a head start.
(Verse 3)
Well this is America, the land of
the brave and free, our knowledge
will raise us up from ignorance
and poverty, cause we've got a head
start.

We're Ready, Head Start

Words by Vetha L. Perkins,
Oxnard, California

See us go, all in a row
May we beg your pardon
But we're fast on our way
Into kindergarten
Being part of Head Start
We've obtained great knowledge
Here we go down the road
To a famous college
Self confidence we've acquired
We will always be admired
For we know it will show
As we continue growing
We've had the best
Of all the rest
High self-esteem's
Remaining
We're ready for
much, much more
Because of Head Start's
Training.

The Head Start Song

(Tune: Blowing in the Wind)

The words to this song were written by a parent. This parent is expressing in words some of the hopes that parents have for their children. All children have the right to be all that they can be, and it is up to us as parents to pave the way for them to have these opportunities.

How can we tell a child —the words
he needs to know?
For all the things that he is going to see?
How many ways can we open his eyes
To the world and the job to be free?
How can we guide —and how much
can we care
To help him become what he can be?
The answer, my friend, is blowing in
the wind,
The answer is blowing in the wind.

AVAILABLE

6

Chapter Six

Promote National Head Start Month

Chapters one through five provided the fundamentals of producing a marketing campaign: planning the campaign, developing marketing materials, working with elected officials, and raising community awareness of Head Start. This chapter provides ideas on how you can combine this knowledge to promote National Head Start Month.

Specifically, you will be able to do the following:

- Assess your needs.
- Coordinate plans and activities.
- Kick off your campaign with a media event.
- Incorporate successful ideas.
- Follow up after Head Start Month.

Chapter Six

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Promote National Head Start Month

October is National Head Start Awareness month. It provides an opportunity for you to focus your marketing efforts and get the word out about Head Start. This chapter provides information on how you can combine your marketing efforts during this promotional period.

Assess Your Needs

☑ *What is it you want to accomplish during National Head Start Month?*

Before promoting National Head Start Awareness Month, you need to determine exactly what it is you want to accomplish, identify the resources you have available to meet this goal, and define your target market.

Determine Objective

As your first step in promoting National Head Start Awareness Month, you want to determine what you want your Head Start program to accomplish through publicity.

Set a Goal

Refer to Chapter 1 for specific information on planning a marketing campaign.

What is your goal for Head Start Month? For example, you may want to set a goal to increase volunteer hours by 50 percent for the month of October.

☑ *Be creative. Consider what is unique about your Head Start program.*

Emphasize the Awareness Month Theme

Develop a theme. BE CREATIVE! Sometimes people will think of ideas on their own, but more often ideas are generated through a brainstorming session with staff, parents, etc. Consider what is unique about your Head Start program.

Identify Resources

Two primary considerations for your program are TIME and MONEY. You may have money to support your public relations efforts or you may have to rely mainly on your own hard work. Either way, you will need to develop a timetable that can be handled with a reasonable amount of effort. Space your activities to allow for all the work that must be done.

Define Your Target Audience

To make the most of your resources, first define who it is you need to reach the most. This audience could be one group or several groups. These groups become the target markets. Questions to consider as you select targets, projects, and distribution channels include the following:

- How many people will be exposed to the message?
- What is the media coverage or readership?
- To what extent will the selected target audience be reached? (In other words, are you really reaching the people you want to reach?)
- To what extent will the prestige and credibility of the distribution method (such as TV, radio, newspapers, brochures, and direct mail) contribute to the effectiveness of the message?
- What are the economic consequences of the selections? Can you afford this project? If not, who can help by contributing?
- Do you have the time and manpower to effectively execute the project? If not, where can you get it?

Coordinate Plans and Activities

☑ *Get the media involved! Remember: Attracting news media attention is vital to reaching the general public.*

As soon as you have identified your audience, your resources, and your goals, you need to coordinate plans and activities. It is never too early to plan.

Form a Steering Committee

Form a steering committee in your community to coordinate plans and activities for National Head Start Awareness Month. Include members of the following groups: elected officials, media, health and medicine, business, education, civic, advertising, and public relations.

Request an Official Proclamation

Ask your top state and local elected officials to issue proclamations to formally designate October as Head Start Awareness Month. (Refer to the sample proclamation included in Chapter 4). Where possible, collaborate with other Head Start programs in requesting the proclamation.

Involve Media in Planning

Attracting news media attention to Head Start and your Awareness Month activities is vital to reaching the general public. If at all possible, make personal visits to your local news media people and ask for their active support and coverage.

Publicize National Head Start Month

✍Refer to Chapter 2 for additional information on publicizing Head Start.

Provide the media with fact sheets on your organization, an outline of your community's or group's planned Awareness Month activities, a sample editorial, and public service announcements.

The most important thing to remember in dealing with the media is to bring the issue to their attention and give them a "hook"... a creative event or campaign that provides them with a reason to cover the activities.

Kick Off Campaign with Media Event

Kickoff National Head Start Awareness Month with a media event. Announce the details and extent of your community's participation.

Hold a Press Conference

Invite your Governor, Major, Congressional Representatives and other elected offices to join with Head Start children and parents, business leaders, community service personnel, etc. in a well-planned and executed press conference.

Refer to Chapter 2 for additional details on how to involve the media and plan a local kickoff event.

Contact Your Congressional Representatives

Call on your local, state, and congressional representatives to observe the National Head Start Awareness Month by including information in their newsletters and other communications with constituents.

Create Public Service Announcements

Refer to the following examples of public service announcements used during National Head Start month.

Example

Example of Public Service Announcement in News Release Format

(Use Head Start Logo)

NEWS RELEASE
Date, 19_

To Be Run: (Date)

Contact Person:

Telephone Number:

Additional Information: (be concise)

30 Sec. PSA

CHILD'S VOICE

When your find something you like... Something you feel R-E-A-L good about, you like to tell everybody. We kids like Head Start! Come to our open house next Thursday.

ANNOUNCER

Head Start Awareness Month is being observed in October. You're invited to come to an open house on (Day), (Date) at the (Center Name) (Address).

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Examples from Head Start Programs

30-Second PSA

ANNOUNCER: October is Head Start Awareness Month. BE AWARE that Head Start provides social and educational experiences, nutritional meals, parent involvement, and medical and dental services for more than _____ children of low-income families nationwide.

BE AWARE that Head Start is only partially funded by federal funds and depends on local volunteers and contributions for the rest.

BE AWARE that at least 10 percent of Head Start program enrollment is handicapped children.

Surprised? Call ____ for more information.

30-Second PSA

ANNOUNCER: October is Head Start Awareness Month. What is Head Start? Ask a Head Start teacher — or parent. Better yet, ask a Head Start child. Head Start is:

INDIVIDUAL CHILDREN:

- Someone nice who shows me how to do things.
- My own toothbrush, and I went to the dentist.
- Such good lunch, I ate it all.
- My mom came to help my teacher today.

ANNOUNCER: Visit the __________ Head Start Center at __________. See our future in progress.

Examples from Head Start Programs

20-Second PSA

ANNOUNCER: When was the last time you really felt needed and appreciated? At Head Start, we really appreciate volunteers because we know their work with children today continues to affect lives tomorrow.

Want to be useful and productive? Want to help a child or reach a family? Call Head Start at __ and volunteer today.

30-Second PSA

ANNOUNCER: Ever wonder why somebody doesn't do something about improving poor academic performance? Head Start, a nationwide program for young children of low-income families, does just that. Not a give-away or welfare program, Head Start provides social and educational experiences where it counts — with young children. Time given to a child is time spent building a better tomorrow. Be one of the somebodies who does something. Call Head Start today at ___ about giving some time to a child.

30-Second PSA

ANNOUNCER: Can't get a job without experience? Volunteers at Head Start get experience, training, and job satisfaction. Head Start is a program for young children from low-income families. We provide social and educational experience for children who need a "head start."

Come to Head Start at _____ and find out why last year volunteers gave ___ hours to ___children. Or call us at _____ and talk with us about training, experience, and job satisfaction for you.

TIPS

Consider these tips for promoting Head Start:

☐ Request stadium, arenas, and convention facilities to sponsor messages in their facilities, during events and on moving message panels.

☐ Ask community leaders (mayors, city council members, etc.) to mention Head Start in news interviews during the National Head Start Awareness Month.

☐ Ask the TV news personalities and weather reporters to make special mention of Head Start Awareness Month, just as Willard Scott does on the "Today Show."

☐ Ask the phone-in show hosts to schedule several forums during National Head Start Awareness Month to discuss the importance of the Head Start program.

☐ Ask the stations to develop several editorials to be aired throughout the National Head Start Awareness Month.

☐ Write a letter to the editor of the newspaper to announce Head Start Awareness Month. Describe the activities scheduled for the week.

☐ Run an ad in the classified section: "Immediate opening for volunteers. Head Start needs you to read stories and sing songs with children. Give of yourself: call _____ and volunteer today." (Change ad as it meets your need.)

☐ Write a history of your local program. Trace its development and growth since its beginning. Emphasize "success" stories of children (be sure to obtain written parent permission) who have done well because they attended Head Start. Ask a reporter from the newspaper to interview some of the children. This is a great opportunity to proclaim the successes of working with handicapped children. You may want to approach this from the angle of a human interest story.

☐ Ask your newspaper to write a feature article on a Head Start parent who has been very successful in his or her career. You may have a staff member for this story who is a Head Start parent. This is an opportunity to let the community know about your training program and to encourage other parents to climb the career ladder.

☐ Ask parents to purchase an ad in the newspaper to announce Head Start Week or Month. In the ad, list individuals or businesses who have been particularly supportive of Head Start or have contributed in some way. You may want to include endorsement statements from Head Start parents about the program.

☐ Host an open house and invite key people from the community. Invite them into the classroom to see the children "at work" with various activities. Display artwork or other items made by the children. Give guests a childmade memento to carry with them.

- Suggestion: Have children cut out a "bookmark" in shape of the Head Start logo from construction paper. Paste strips and arrow on one side and print "thank you" or another simple message on the other side.

☐ Plan an event to point out career opportunities in the child care field. Paraprofessionals working in Head Start could play a special role by describing their training and experiences to students enrolled in vocational high schools and similar programs. Such an event could be cosponsored by local colleges that offer degrees in early childhood education.

☐ Ask a plant nursery to donate a tree to Head Start. Plan with the children to plant the tree during Awareness Week at the center or in a park. Talk to them about the responsibility we have for our environment.

☐ Ask local businesses to promote Head Start Week on their marquees. Having it in different areas of town will help to increase public awareness significantly

☐ Organize a Speaker's Bureau, especially during October. The speakers should include Head Start parents, staff, and volunteeers. Speakers should be prepared to describe the services provided by Head Start, to explain the many ways that local organizations can assist the program, and to highlight the unmet needs of young children in the community.

☐ Sponsor a training workshop sometime during October that addresses appropriate educational activities for young children, and invite directors, teachers, and staff of community day cares, church nurseries, kindergartens, etc. This would be an opportunity to share your Head Start experience and knowledge about early childhood education.

☐ Hold an open house for future Head Start children. Use the occasion to inform parents about Head Start services and the importance of beginning now on immunizations and other services available to them through the local health department and their medical card.

☐ Send letters to local churches to announce that Head Start Week is being observed. Use the occasion to tell them about services being provided by your program. Invite them to come and visit or volunteer. Perhaps a Sunday School class would be interested in giving a party for the children.

☐ Contact your mayor or head city official and ask him or her to declare Head Start Week/Month in your town.

☐ Conduct an art fair at a local mall, library, or community building. Let Head Start children display their art work. Use the occasion to explain to the public the importance of creative expression and achievement for young children.

☐ Recognize a Head Start staff person in your program who has some outstanding or distinguished accomplishments. Ask a state or public official to present him or her with a special award.

☐ Invite Child Development Associate recipients to a banquet held in their honor. Ask the newspaper to write a feature story on a teacher who has received the Child Development Associate (CDA.)

☐ Host a parent information fair. Use the occasion to give all parents an opportunity to talk with professionals in many fields: eye care, dental care, mental health, nutrition, emergency first aid, etc. Ask other agencies to set up exhibits with information about their services. Show films on a variety of subjects throughout the day. Encourage parents to bring the children; provide a story hour, table games and films for the children.

☐ Ask a billboard company for free use of a billboard for the week or month. Use the National Head Start logo for the basic design or theme. Give the company an in-kind statement for free use of space.

☐ Sponsor an open forum on "Community Needs." Invite a panel of local professionals. Ask other agencies to cosponsor with Head Start in order to build a better collaborative relationship.

Incorporate Successful Ideas

Programs across the nation join together in October to celebrate Head Start's birthday and strengthen the nation's awareness of the Head Start program. The ideas that follow were submitted by agencies across the U.S.A.

We hope these ideas will assist you in planning your awareness activities.

Examples from Head Start Programs

Multi-faceted Public Relations Campaign

■ ***Planned Event.*** The Lexington-Fayette County Head Start mapped out a public relations campaign that was initiated at the onset of the October Head Start Awareness Month.

- **Front Page Interview.** The local newspaper featured a front page interview with the director of child development. The article (which included a color photograph) discussed the Head Start history, philosophy, and goals of the local program.
- **Formal Proclamations.** In addition to the governor's proclamation, the mayor of urban-county government and the mayor of Carlisle also presented a formal proclamation of Head Start Awareness.
- **Radio and Television Coverage.** Public service announcements using Head Start students aired, a talk show interview was held, KET (television) starred a number of Head Start youngsters in spot announcements for "Sesame Street," and radio stations blitzed the area with public service announcements.
- **Decorations.** Children of the Head Start program decorated the exterior of the Community Action Agency. (Lexington-Fayette County Head Start, Lexington, Ky.)

A Head Start Community Awareness Day

■ ***Various Events.*** A Head Start Community Awareness Day was held at the San Diego Civic Center. Events included the following:

- **Children's Parade.** Children participated in a parade around the downtown area wearing Head Start T-shirts and carrying balloons and signs.
- **Children's Activities.** Teachers had different activities for the children, such as puppet shows and feltboard stories.

- **Clown.** A local clown contributed her time to entertain the children; in exchange she received publicity.
- **Parental Involvement.** Parents and staff had a table and passed out literature about the various Head Start programs. The news media interviewed Head Start parents.
- **Float.** The Head Start Policy Council sponsored a float in the annual Mother Goose Parade. It is the largest parade in San Diego, and it is televised nationwide.

Open House

■ ***Celebration of Birthday.*** The Iowa Association sponsored an open house in October to commemorate Head Start's birthday.

- **Government Involvement.** State senators and representatives, key Head Start personnel, the governor, key community leaders throughout Iowa, parents, and staff were invited to attend. A representative from the governor's office read and presented a proclamation to the association proclaiming October as Head Start Awareness Month in Iowa.
- **Participation in Homecoming.** Other activities included decorating a Head Start van and participating in a homecoming parade.
- **Publicity.** Staff visited school systems to talk about Head Start; newspaper articles were published around the state highlighting program activities; flower bulbs, donated by local greenhouses, were planted at various centers.
- **Parental Participation.** A parent breakfast was held at one center for the children and their parents, and numerous businesses were visited by staff and parents to hand out literature about Head Start.

Historical Presentation

■ ***Program.*** Head Start Awareness Week was celebrated at AJFCCA Centers throughout the four county areas. The culminating activity was a program presented to the public by the agency's staff and parents to increase awareness of Head Start goals. The highlight of the evening was a presentation of a brief history of Head Start, "Then and Now."

Congressional Reception

■ ***Honored Congressman.*** In Pasadena, California, the Foothill Area Community Services Inc. held a Head Start Reception during October. The reception honored a local congressman who cosponsored the Head Start Awareness bill. Brochures were given to each participant.

Conference

■ ***All for Children.*** The Rural CAP Head Start program (Anchorage, Alaska) sponsored a conference that was held October 11-13. The theme of the conference was: "All For Children." Families, community parent representatives, and staff attended the conference from more than 24 communities throughout the state of Alaska. More than 200 people participated.

- **Shirts and Tote Bags.** A parent committee ordered T-shirts and tote bags with the saying, "People in Alaska Celebrate Head Start." Illustration for this theme included a silhouette of adults and children holding hands with balloons; these items were quite popular.
- **Special Celebration.** A special celebration was scheduled for the last day of the conference. The media was invited, along with the mayor, governor, legislators, and Head Start friends. A local newspaper printed an article about Head Start, and a television station interviewed a Head Start parent and aired Head Start center slides for television viewers.

  A special cake was ordered and helium balloons with the saying "People in Alaska Celebrate Head Start" were used to decorate the room. Each Head Start community attending was acknowledged with a special note of praise for individual Head Start community efforts and accomplishments.

  The finale of the celebration included the group of participants (more than 200) holding hands singing the song, "*Sometimes You Need Just a Little Head Start.*" This ending touched many hearts.

Public Service Announcement

■ ***Volunteers Sought.*** Upshur Human Services Inc. (Buckhannon, West Virginia) developed the following Public Service Announcement:

- Do you love kids? — We have immediate openings for volunteers. Head Start needs you to read stories and sing songs with children — Give yourself today. — Call 472-2016 Monday through Friday, 8-4 p.m. and ask for Sandi. Your love could go a long way!!!

Media Event Involving Local Politicians

■ ***Head Start Pledge.*** P.I.C.A.(Head Start Child Development Program, Minneapolis, Minnesota), presented the chair of the Hennepin County Board of Commissioners, the mayor, and a city councilwoman with a framed copy of the Head Start pledge in acknowledgment of their continuous support of the Head Start program.

Head Start children thanked the county board for the local match contribution it gave for start up for one of our centers. The organization announced the permanent expansion of 100 children to P.I.C.A.'s program as well. This event received TV coverage, and we have a copy of the tape, which also includes the latest Ypsilanti Study data. (The Hennepin County Board of Commissioners passed a unanimous resolution extending its congratulations to the Head Start program.)

Health Fair

■ ***Information and Awards.*** During Head Start Awareness month, in conjunction with other community agencies, Eisenhower Head Start, (Junction City, Kansas) conducted a Health Fair and set up booths. Information and brochures about Head Start were passed out.

Recruiting

■ ***Birthday Party.*** Green Bay Public Schools Head Start sends notices of a "birthday party" to parents. The notices ask recipients to find a child who will be 3 years old by a particular date who lives in the school district — and invite them to the party. Children become involved by baking the birthday cakes in the centers. Guests share in the celebration.

Children Serve as Hosts and Hostesses

■ ***Open House.*** A week-long celebration was held to honor of Head Start. The celebration schedule for P.A.C.E. (Hattiesburg, Mississippi) included a Health Fair (a conglomerate of all health care givers and fitness operations in the county), an open house at each center with children acting as host and hostesses, a staff banquet (including a candle lighting ceremony), a countrywide celebration, and a family day observance.

Involvement in Community Festival

■ ***Autumn Fest Float.*** The E.O.A. Head Start program (Fayetteville, Arkansas) entered a float in the Autumn Fest parade. This year's entry included a Head Start child leading the way on his bicycle (with his parent along for stability). Parents carried a banner; a truck full a Head Start friends waved flags; and the float displayed colorful boxes depicting each component. The component coordinators were inside the boxes waving puppets and toothbrushes. A tape player belted out the Head Start song.

■ ***Pioneer Reunion Float.*** Henrietta Head Start, (Henrietta, Texas) participates in the Clay County Pioneer Reunion each year. A recent float was entitled "Cowboys, Cowgirls, and Indians." Children designed their own costumes.

Ideas for Organizations with Many Sites

■ ***Individual Center Activities.*** The Jersey City Child Development Centers Inc./Project Head Start (Jersey City, New Jersey) promoted October Awareness Month in a variety of ways. Each of the 17 Head Start sites was responsible for planning and arranging their own activities for this occasion.

- **Parade.** Staff, parents, and children from one center, accompanied by members of the community, paraded, carrying Head Start balloons, to McGinley Square, where they entertained spectators.
- **Displays.** Another center invited the public to visit the site where the children displayed some of their talents, such as art, handicrafts, and songs. Refreshments were served. Another center invited city officials to lunch with them. The guests were taken on a tour of the site and entertained.

- **Autumn Dinner Dance.** A committee was formed for the program to sponsor an "Autumn Dinner Dance" in Bayonne, New Jersey. Letters were mailed soliciting raffle prizes. Ad contracts and booster sheets were mailed and distributed to compile a Souvenir Journal. Fliers were also distributed. State and city officials were invited to attend the affair. The guest speaker was a former Head Start employee when the program first came into existence.
- **Proclamation.** A proclamation was presented to the program by the mayor of Jersey City. Plaques were awarded to the guest speaker and other guests. The affair was a great success.

Children's Festival

■ ***Annual Event.*** Sponsored by Schuylkill County Child Development, the Children's festival offers "fun, food, and games" to area youngsters. Duck ponds, color games, logo contests, horse rides, and pumpkin tosses are among the activities. Smokey the Bear attends the event.

Night School

■ ***Special October Activity.*** During Head Start month, West Central Head Start (Appleton City, Michigan) centers have held school at night. This gives the parents who work an opportunity to go to school with their child and observe them in a school setting. The teacher assistant/driver runs the route that evening to pick up the child and any parents who want a ride to school. Following is a sample of their daily evening plan:

- Eating: First, the children and parents get ready to eat the evening meal.
- Free Choice: The children are given free choice of play in the different activity areas.
- Circle Time: After free choice the children go into Circle Time where they have roll call, sing, and do finger play.
- Art project: They make an art project as a group or as individuals, or they may have a paper and pencil activity.
- Story Time: The children gather together for a story.
- Dismissal: The children either go home with the parents or ride in the van.

This is a mini version of the day school. The evening is an education for the parents and their children. It is enjoyed by all who attend.

Painting and Balloons

■ ***Participation in Festival.*** Lutheran Social Services, Bedford, Pennsylvania, provided an opportunity for finger painting at the County Fall Festival. Parents also participated in an annual parade, distributing balloons to children along the parade route. The balloons included the theme *Reaching Families, Touching Children, Involving Communities.*

Awareness Campaign

■ ***Posters and Banners.*** United Head Start (Pawnee, Oklahoma) began an awareness campaign by scattering posters and banners proclaiming October as Head Start Awareness Month throughout the agency's service areas.

- **Publicity.** Advertisements were displayed on marquees. Spot announcements were made by local radio and cable television stations. Proclamations were published in the local papers.
- **Parades with Leaflets.** Head Start students, families, staff, and friends participated in special parades during their designated week. Leaflets promoting Head Start were handed out by the children.
- **Various Activities.** A variety of other activities were carried out on the local level at this time. Some of these included a grandparent tea party, visits to nursing homes and other points of interest, and community service fund-raisers. News articles spotlighted these activities.

Committee Planning

■ ***Various Events.*** The Montachusett Opportunity Council Head Start Program (Leominister, Massachusetts) has an enthusiastic committee of staff members and parents who have developed a series of activities.

- **Training Conference.** The program developed a full-day training conference at Fitchburg State College for their staff and area agencies serving preschool children and their families. A display table highlighting children's art, photographs, and public relations material was set up in the lobby.
- **Publicity Committee Actions.** A publicity committee established several contacts with local radio stations, a Spanish station, a local cable TV, and area newspapers for public announcements. A series of news articles were released over a period of time.

Special Exhibits

■ ***Banners and Flags.*** An Exhibit Committee (for the Montachusett Opportunity Council Head Start Program, Leominister, Massachusetts.) planned a three-day table exhibit at a shopping mall displaying classroom material, photos, children's art work, and recruitment material.

- A large 8-foot banner commemorating Head Start was made by staff and parents for this event. A similar exhibit was displayed at a library, Spanish Center, and local City Halls.
- Head Start flags were purchased to be flown at each classroom site and a large banner to be hung over Main Street.
- A parade committee made arrangements to decorate Head Start vans and participate in area parades.

Parades

■ ***Theme: A Labor of Love.*** ABCD Head Start Program (Boston, Massachusetts) held a parade (in Boston Common) with the theme, *A Labor of Love*. More than 2,000 Head Start children and parents turned out for this annual event.

■ ***Magical World of Children.*** Project Now Head Start (East Moline, Illinois) conducted the following activities to increase Head Start awareness: a children's concert, children's art display at a local mall, and a parade with the theme "Magical World of Children." Children dressed up and participated in the parade. Head Start/Home Start also had a booth at the zoo. The zoo was open free of charge to children under 12. Many paintings, puzzles, and large muscle activities were provided.

■ ***Shopping Mall Activity.*** In Alamance County Head Start (Burlington, North Carolina) staff, parents, and children were transported via buses to the largest mall in the area where the entire group paraded through the mall carrying Head Start flags. The children and their teachers then went to Central Stage at the mall where they entertained shoppers and store employees with a program of songs. The entire group was then invited to the Fellowship Hall of First Baptist Church where they were served a bag lunch.

Mini Powwow

■ ***Indian Dances.*** Fort Belknap Head Start (Harlem, Montana) hosts an Annual Head Start MiniPowwow. Throughout the year, the children are taught the various Indian Dances and perform for the first time in public at the Powwow. During Head Start's Anniversary, the Powwow included special events: guest of honor, a public television performance, and a special Indian grand entry song (composed and sung by Bobby Talks Different, a noted Indian Singer, of the Gros Ventre Tribe, of Fort Belknap).

Outreach to Others

■ ***Make-a-Difference-Day.*** Broome County Child Development Council (Binghamton, New York) provides Head Start families an opportunity to support local soup kitchens, collect food for a local pantry, and make tea bags for shut-ins. Families also raise funds for community causes such as the local Leukemia chapter with a "Hop-for-Leukemia" event.

Multi-cultural Celebration

■ ***Inspirational Event.*** A multi-cultural day sponsored by the Palm Beach County Head Start and Children Services Center (West Palm Beach, Florida) provided parents, staff, and children an opportunity to celebrate their heritage. Participants dressed in clothing from different countries, sampled a variety of food, and listened to many styles of music.

Countywide Extravaganza

■ ***Captures Media Attention.*** Bolivar County Head Start (Cleveland, Mississippi) uses the media to inform the public about their county-wide Extravaganza (the title itself is an attention getter). The Extravaganza is held at a local Head Start center and provides displays, children's activities and information concerning available community resources and Head Start services.

Blowing Bubbles

■ ***Alternative to Balloon Launch.*** The Salt Lake program participates in the awareness celebration a little differently than many programs. In an effort to support the slogan, "Give a Hoot, Don't Pollute," they have chosen not to do the balloon launch, which can leave litter. Instead they have the children blow bubbles which is a fun activity as well.

Proclamation

■ ***Announce Head Start Month.*** On the following page is an example proclamation signed by the governor of the territory of Guam.

Example

WHEREAS, the National Head Start program, since its establishment has helped over 8 million low-income pre-school children and their families and has earned recognition and support for its success in early childhood education and development; and

WHEREAS, the health and nutrition aspects of the program have improved the prevention, detection, and treatment of children's medical, dental, and nutritional problems, thereby removing barriers to growth and learning; and

WHEREAS, one of the most significant factors in the success of Head Start staff has been the involvement of parents, volunteers, and the community; and

WHEREAS, their commitment and the services provided by dedicated Head Start staff have been instrumental in creating a quality program that truly provides young children with a "head start" in life; and

WHEREAS, children on Guam have benefited and continue to benefit from this fine program; and

WHEREAS, Head Start parents in our community are equally committed as their counterparts in the mainland and exhibit the same care and concern for the welfare of all children on Guam.

NOW, THEREFORE, I, RICARDO J. BORDALLO, Governor of the territory of Guam, by the Virtue of the authority vested in me by the Organic Act of Guam, as amended, do hereby designate the month of October as "HEAD START AWARENESS MONTH."

Countersigned:
Edward D. Reyes
Lt. Governor of Guam

Follow up After Head Start Month

☑ *Consider publishing a Thank-You in the local paper.*

Don't Forget To Say "Thank You"

Acknowledgment for a job well done is always appreciated. In addition to personal thanks, your thank-you letters can find their way into the newspaper section of "Letters to the Editor," public service announcements, agency newsletters, and annual reports.

Share Your Experiences

Please share samples of your October Awareness activities so that other Head Start programs can benefit from your idea. Send samples to:

- National Head Start Association
  201 N. Union Street, Suite 320
  Alexandria, Virginia 22314

After October 1, 1995:

- NHSA
  1651 Prince Street
  Alexandria, VA 22314
  (703) 739-0875

Tell the Head Start Story: NHSA Ideas Booklet

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